ED 409 420   AA 001 287

Resources in Education (RIE). Volume 32, Number 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 97
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 409 421   CE 072 234

Belfiore, Mary Ellen
Understanding Curriculum Development in the Workplace. A Resource for Educators.
PUB DATE- 96
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Basic Skills; Case Studies; Check Lists; *Curriculum Development; Educational Needs; Educational Practices; Educational Principles; Foreign Countries; Labor Force Development; *Material Development; Models; *Needs Assessment; Program Design; *Workplace Literacy
IDENTIFIERS- *Canada

This guide, which is intended for individuals responsible for designing and/or delivering workplace basic skills programs, explains the principles and procedures of curriculum development in the workplace. Discussed in chapter 1 is the importance of focusing on basic skills in workplace education and examining existing practices. Chapter 2 examines the cycle and principles of workplace curriculum development (collaborative practices and principles of good practice and adult education). Outlined in chapter 3 are the basic principles of conducting workplace needs assessments (including literacy task analyses and individual needs assessments). Chapter 4 details the steps in program design (developing and

ED 409 437 CE 074 361

Cochinaux, Philippe; de Woot, Philippe
Moving towards a Learning Society. A CRE-ERT Forum Report on European Education.
PUB DATE- 95
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Change Strategies; Citizenship Education; Cooperative Planning; Education Work Relationship; *Educational Change; Educational Improvement; *Educational Needs; Educational Objectives; Educational Principles; Educational Trends; Foreign Countries; International Cooperation; *Lifelong Learning; Position Papers; Postsecondary Education; Role of Education; Secondary Education; *Social Change; *Strategic Planning; Trend Analysis; Vocational Education
IDENTIFIERS- *Europe; *Learning Society

Society is undergoing profound transformations: movement toward a knowledge society, globalization, new patterns of work, unemployment and social exclusion, aging of the population, immigration, transformation of the family, a multimedia revolution, and consumerism. These changes are necessitating better, more balanced education and lifelong learning. More open educational systems and better partnerships between key actors are needed. The quality of European education is being challenged. Although education as such cannot solve all the problems resulting from the many social and economic changes now occurring, it is a necessary condition to adapting society to those changes. The transformation of European education systems will not take place without a shared vision acknowledging human development as the primary purpose of education. Europeans must learn democratic values and realize that they are citizens of Europe and a global planet. Education must be made an open, interconnected chain of learning opportunities available to people from cradle to grave. Europe must make education a political priority. The following strategies for strengthening the educational chain must be adopted: invigorating preschool; upgrading basic school education; modernizing vocational education; opening up tertiary education; and launching a European strategy for adult education. (175 footnotes) (MN)

ED 409 438 CE 074 362

Armstrong, Paul, Ed.; And Others
Crossing Borders, Breaking Boundaries. Research in the Education of Adults. An International Conferance. Proceedings of the Annual SCUTREA Conference (27th, London, England, United Kingdom, July 1997).
PUB DATE- Jul 97
NOTE- 549p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Action Research; Adult Basic Education; *Adult Education; Adult Educators; Adult Learning; Adult Literacy
IDENTIFIERS- African Americans; Afrocentrism; Australia; Hong Kong; Malaysia; South Africa; Sweden

The following are among the 104 papers included: "Vocational

ED 409 455 CE 074 404

Profiles of School-to-Work Activities, by State.
SPONS. AGENCY- Department of Labor, Washington, D.C.; Department of Education, Washington, DC.
PUB DATE- Jun 97
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; *Education Work Relationship; Educational Legislation; *Federal Aid; Federal Legislation; *Models; Postsecondary Education; Program Descriptions; Program Development; Secondary Education; *State Aid; *State Programs; Vocational Education
IDENTIFIERS- *School to Work Opportunities Act 1994

This publication offers a state-by-state summary of the school-to-work and/or school-to-careers activities funded by the School-to-Work Opportunities Act of 1994 in the 50 states, District of Columbia, and Puerto Rico as of the summer 1997. Arranged alphabetically by state name, the profiles provide some or all of this information, as appropriate, on school-to-work investments in each state: fiscal year (FY) 1994 State Development Grant funding, FY 1995 State Development Grant funding, FY 1996 State Implementation Grant funding, FY 1994 Urban/Rural Opportunity Grants, FY 1995 Urban/Rural Opportunity Grants, FY 1994 Local Partnership Grants, FY 1995 Local Partnership Grants, FY 1994 American Indian Grant, FY 1995 American Indian Grant, total federal investment to date, general descriptions, descriptions of school-to-work models, key business partners, and state director with telephone number. (YLB)

ED 409 456 CE 074 408

Scott, Judith
The Influence of Gender and Family Role on Perceptions of Suitability of Occupational Choice.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Career Choice; *College Students; Employed Parents; Family Role; Fathers; Higher Education; Mothers; Nontraditional Occupations; Questionnaires; Sex Bias; *Sex Differences; *Sex Stereotypes; *Student Attitudes
IDENTIFIERS- *Occupational Stereotypes

The effects of gender and family role on college students' perception of the suitability or unsuitability of specific occupational choices were examined. Undergraduate college students (132 males and 136 females) completed a questionnaire asking them to rate on a 5-point Likert scale the suitability of 60 selected occupations for either men, women, mothers, or fathers. The 60 occupations were drawn from Holland's 6 occupational scales, with 10 occupations randomly selected from each of the 6 groups. On the realistic and enterprising occupational scales, mean suitability ratings were significantly higher for men compared to women, for men compared to mothers, and for fathers compared to mothers. On the investigative occupational scale, mean suitability scores

ED 409 474 CE 074 459

Thomas, Diana, Ed.
Flexible Learning Strategies in Higher and Further Education.
PUB DATE- 95
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Allied Health Occupations; Community Education; *Delivery Systems; Distance Education; Educational Change; *Educational Practices; Educational Radio; Educational Technology; Educational Trends; Experiential Learning; *Flexible Progression; *Flexible Scheduling; Foreign Countries; Innovation; Interactive Video; Management Development; On the Job Training; *Open Universities; Partnerships in Education; Performance Contracts; Postsecondary Education; Professional Continuing Education; Staff Development; Student Certification; *Technical Institutes; Vocational Education; Workshops
IDENTIFIERS- *United Kingdom

This book contains 15 papers written by contributors from all areas of Great Britain in further and higher education. The following papers are included: "Learning to Be Flexible" (Diana Thomas); "Managing Change: Towards a New Paradigm?" (Mac Stephenson, Timothy Lehmann); "Open Learning: Educational Opportunity or Convenient Solution to Practical Problems in Higher Education?" (Elisabeth Clark); "Staff Development for Open and Flexible Learning" (David Baume); "Moving into the Open" (Bruce Gillham); "The Development of Open Workshops: How to Make It Happen" (Jacki Proctor, Ruth Wright); "Working in Partnership" (Geoff Layer); "Open Learning for Health Service Managers" (Alison Baker, Euan Henderson); "'Motion: A Visual Database'--Learning with Interactive Video" (Gil Graham, Rod Macdonald); "Using Audio and Community Radio" (Virtue Jones); "Interactive Transmission by Satellite" (Ray Winders); "Action Learning as a Means of Helping Professionals into a New Management Role" (John Bothams); "Learning Contracts in Management Development Programmes" (George Boak); "Mixed-Mode Delivery: The Best of Both Worlds?" (Andrena Telford); and "Supporting, Assessing and Accrediting Workplace Learning" (Pauline Thorne). (MN)

ED 409 475 CE 074 460

Ford, J. Kevin, Ed.; And Others
Improving Training Effectiveness in Work Organizations. Series in Applied Psychology.
PUB DATE- 97
NOTE- 399p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Cognitive Processes; Context Effect; Educational Environment; *Educational Practices; *Educational Research; Educational Technology; Educational Theories; Educational Trends; Epistemology; Evaluation Methods; Industrial Training; *Labor Force Development; Learning Motivation; *On the Job Training; Organizational Climate; State of the Art Reviews; Student Evaluation; Systems Approach; Task Analysis; *Theory Practice Relationship; Training Methods; Transfer of Training; Trend Analysis
IDENTIFIERS- *Training Effectiveness

This book contains 13 papers by prominent scholars in the area of

ED 409 493 CE 074 519

Howard, Jerusalem T.
Minorities and Mentoring: A Closer Look.
PUB DATE- 27 Nov 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Blacks; Employment Experience; Females; Interpersonal Relationship; *Interprofessional Relationship; Labor Turnover; *Mentors; *Minority Groups; On the Job Training; Professional Development; *Racial Discrimination; *Sex Discrimination; Significant Others

An ethnographic pilot study explored mentor/protege relationships within the corporate setting of a consumer pharmaceutical firm to determine how minorities were affected. An unstructured interview format was used with 17 individuals in 4 groups: white and Afro-American, male and female. Interviews focused around the history and advantages of mentor/protege relationships. Mentors served three roles: teacher, advisor, and critic. Characteristics of a good mentor were good interpersonal skills, professionalism, legitimacy, and exemplary leadership skills. Mentors looked for certain characteristics in potential proteges--interpersonal skills, motivation, attitude, and intelligence. Optimum conditions had to be present for mentor/protege relationships to develop fully. Continued contact after the conclusion of a work assignment or when formal interaction had ended signaled the start of a genuine mentorship. Racism, sexism, and other prejudices posed barriers for minorities and females when they tried to attract a mentor. Intraracial in-fighting exacerbated the problem created by the shortage of available mentors. Mentors were able to influence proteges to stay by helping them assimilate, offering encouragement, and providing help. Orientation seminars for new employees, seminars for management, and improved performance appraisal systems were recommended. (Appendixes contain interview questions and 16 references.) (YLB)

ED 409 494 CE 074 520

Remes, Pirkko, Ed.; And Others
Social Change and Adult Education Research. Adult Education Research in Nordic Countries 1996.
PUB DATE- 97
NOTE- 238p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adult Education; *Adult Learning; *Andragogy; Disadvantaged; *Education Work Relationship; Educational Development; Educational History; *Educational Research; *Educational Trends; Foreign Countries; Higher Education; Labor Force Development; Lifelong Learning; Social Change
IDENTIFIERS- *Nordic Countries; Social Movements

The 13 papers in this yearbook discuss 4 broad subject areas: questions of competence, evaluating quality, professional cultures, and learning and trends in adult education. The following papers are included: "Human Resource Development (HRD) Practitioners Analyzing Their Work"(Tuija Valkeavaara); "Life Competence in a World of Change" (Margaretha Balle-

ED 409 512 CG 027 852

Van Ness, Ross
Raising Self-Esteem of Learners. Fastback Series, No. 389.
PUB DATE- 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Affective Behavior; College Students; Elementary School Students; Elementary Secondary Education; Higher Education; Learning Motivation; *Learning Readiness; Learning Strategies; Program Descriptions; Secondary School Students; Self Concept; *Self Esteem

Healthy self-esteem is the yeast in the recipe of learning. Studies into the intellectual-emotional connections in the human brain show that the affective domain is the gateway to the cognitive domain and so effective ways to raise self-esteem, which are covered in this booklet, are an important component of education. The first part of the text explores the nature of self-esteem, asking what it is, how it is formed, what are its sources, and how self-esteem functions. Self-esteem is presented as the reputation we have with ourselves and it serves as both a barometer of confidence and as a rudder for navigating the waters of learning. Ways to connect the self and learning are explored in the next section, which also covers the difference between self-esteem and egotism, some causes of low self-esteem, and ways to protect, maintain, and enhance learners' self-esteem. A model, which offers strategies for increasing self-esteem, is offered along with suggestions for helping learners cope with damaged self-esteem, such as the importance of minimizing negatives. Ways to bolster self-esteem in the adult learner are also reviewed. (RJM)

ED 409 513 CG 027 853

Dale, Phyllis E.
Developing an Effective Advisor/Advisee Program. Fastback Series, No. 393.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; *Interpersonal Communication; *Interpersonal Competence; *Mentors; Program Development; *Pupil Personnel Services; Social Development; Student Behavior
IDENTIFIERS- Adviser Role; *Advisers; *Advisory Approach

Today's school children often come from homes that are dramatically different from those of 25 years ago. To help this new generation of students, many schools have developed advisor/advisee programs; tips on how a school can start such a program are covered in this booklet. Its main purpose is to outline the basic features of a successful program so that fundamental ideas can be adapted for programs ranging from elementary school through high school, in either rural or urban

ED 409 533 CS 012 850

Draze, Dianne
Attribute Block Thinking Activities--Analogies. Grades K-3.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Logical Thinking; Primary Education; Skill Development; Student Development; Teaching Guides; *Thinking Skills
IDENTIFIERS- *Analogies

Designed to develop K-3 children's thinking skills before the children have mastered reading, this book presents 32 activities in which children learn to complete analogies--presented with an "attribute block" with 3 attributes, children choose a fourth attribute block to complete the analogy. The attribute blocks in the book are of 4 types--shape (circle, hexagon, rectangle, square, and triangle), color (red, blue, and yellow), size (big and small), and thickness (thick and thin). Activities in the book increase in difficulty and can be cut out from the book and used again and again with no additional preparation. The book begins with advice on getting started and a brief discussion of analogies. An answer key is attached. (RS)

ED 409 534 CS 012 855

Haneline, Douglas; Aiex, Nola Kortner
Asking the Right Questions: Reading Assignments That Work for Writing. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Objectives; Higher Education; *Instructional Effectiveness; *Reading Assignments; Reading Writing Relationship; Relevance (Education); *Student Needs; Student Research; *Teacher Role; *Writing Assignments; Writing Improvement
IDENTIFIERS- ERIC Digests; Ferris State University MI; *Knowledge Acquisition

This digest considers the one thing that all English teachers do--make reading and writing assignments. It addresses 4 questions whose answers should determine the nature of the reading and writing assignments given by teachers: (1) who are the students? (2) why are the students in college? (3) what is the nature of the course in which the assignment is being given? and (4) what are the desired outcomes of the assignment? (NKA)

ED 409 535 CS 012 860

Kane, Roberta S.; Warner, Dori

ED 409 553 CS 012 880

Schweiker, Karyn E.; Barksdale-Ladd, Mary Alice
The Transition from Traditional to Whole Language Instruction: A
  Continuum from Reformers to Resistors.
PUB DATE- Dec 92
NOTE- 20p.; Paper presented at the Annual Meeting of the National
  Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Change Strategies; *Conventional
  Instruction; Educational Change; Educational Research;
  Elementary Education; *School Culture; *Teacher Administrator
  Relationship; *Teacher Attitudes; *Whole Language Approach
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1;
  Teaching Perspectives

Factors that influenced teachers to become reformers, reviewers, or resistors to whole language were investigated with specific examination of school culture. In this study three transitioning school sites were selected on the basis of their similarity in staffing and student size. Participants from each school involved three to four classroom teachers who were in various stages of transition; their Chapter 1 teacher; the Chapter 1 director; and the principal. The researcher audiotaped all 17 interviews; collected teachers' lesson plans, and took photographs of the classrooms. A phenomenological approach to the data analysis resulted in nine categories directly related to the teachers' attitudes toward a transition to whole language. These categories revealed three external influences and three subjective influences. The external influences which consisted of the Chapter 1 program, school culture, and the role of the principal had a stronger influence on those teachers resisting or reviewing whole language while the subjective factors such as knowledge of whole language, professional development, and level of acceptance had a stronger influence on those teachers already involved in the transition. The researcher concluded that the three school's cultures (by allowing interaction among reviewing, resisting, and reforming teachers) created trust which is needed in order for a stable change to occur. (Contains 19 references and 1 table of data.) (Author/RS)

ED 409 554 CS 012 881

Kimmel, Margaret Mary; Segel, Elizabeth
For Reading Out Loud! A Guide to Sharing Books with Children.
  Revised and Expanded Edition.
PUB DATE- 88
NOTE- 282p.; Foreword by Fred M. Rogers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - Non-Classroom Use (For Administrative and
  Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
  Classroom situations) (055)
DESCRIPTORS- Bibliographies; *Childhood Interests; *Childrens
  Literature; Early Childhood Education; Elementary Education;
  Literature Appreciation; Middle Schools; *Parent Child
  Relationship; *Reading Aloud to Others; *Recreational Reading;
  Story Reading; Teacher Role; Young Children

This guide contains detailed and thoughtful descriptions of 175

ED 409 572 CS 215 912

Jaffe, Barbara
Student Success in College Composition through the Puente Project Model.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; *English Instruction; High Schools; Higher Education; Mentors; Mexican Americans; Models; *Nontraditional Students; *Self Esteem; Student College Relationship; *Student Empowerment; Student Improvement; *Student Motivation; Student Needs; Two Year Colleges; Writing Instruction
IDENTIFIERS- Hispanic American Students; *Puente Project CA

Much can be learned from California's Puente Project Model that would help students' success in classrooms as well as in college in general, and in their daily lives. Puente, which means "bridge" in Spanish, began in 1982 at Chabot College in northern California and is now in 38 colleges and 19 high schools statewide. Originally designed for Mexican-American students, the project's purpose is to provide a bridge for students from community colleges to 4-year institutions; it is open to all students. The year-long project is comprised of two English classes, personal and academic counseling, and visits with paired mentors. Based on the Puente model, student confidence is one of the keys to success. Confidence is built for Mexican Americans through reading Latino literature, traditional literature, and writing, rewriting, and sharing students' "works in progress" with their "familias" (groups of 4-5 students who establish confidence among each other so they can read and share each other's papers). In the beginning of the year, minimal emphasis is placed on correct grammar usage, instead focusing on expression and enabling students to write what they are trying to communicate. Collaterally, through the counseling component, the intensive academics in English composition and the mentoring component, the Puente project gives students a "voice" and empowers them to live rich, personally fulfilling lives knowing they can succeed in academia, the job market, and in interpersonal relationships. (CR)

ED 409 573 CS 215 916

AAP English 1995: A Summary Report of the Fourth Survey. Assessment of Achievement Programme.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; Comparative Analysis; Elementary Secondary Education; English Instruction; Foreign Countries; *Listening Skills; National Surveys; Reading Achievement; *Reading Instruction; Sex Differences; Student Surveys; Writing Achievement; *Writing Instruction
IDENTIFIERS- *Scotland

ED 409 591 CS 509 544

Lichty, Patrick
Information, Institutions, Society and the New Media.
PUB DATE- Mar 97
NOTE- 7p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (San Antonio, TX, March 26-29, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; Electronic Text; Higher Education; *Internet; Online Searching; Online Systems; Technological Advancement; *Technological Literacy
IDENTIFIERS- Interactive Communication; *New Media; *Technology Integration

The year 1997 is seeing rapid-fire technological change, the likes of which few ages in history have seen. The popular concern in the academy is the utilization and ubiquity of the Internet in classroom and administrative functions. With ever increasing regularity, universities are relying on online resources, such as Internet syllabi, course discussion groups, and online registration services. One misconception about the digital media is that it is able to translate printed matter directly to the screen. The web-like construction of the Net, however, collapses the vertical assembly of traditional information structures (paragraphs, indices) creating an interlinked system of symbols: lexia, images, other media. It can be surmised that the multimedia text, or "macrotext," requires no less than a significant revision of how people interact, design, and distribute information. There are many reasons for the narrowing or "shallowing" of the interactive experience with the text, including issues of ergonomics, the structure of interactive media itself, editing, and possession of technology. The most effective methodology to speak to the media culture is to use equivalent media to convey the salient points of a sociological discursive strategy. This can be accomplished by expansion on the written text--by the inclusion of sounds, images, and motion. The framing of the theoretical discourse within the expanded contextual space is essential to the communication of the concepts of postmodern thought that are intrinsic to a social theory of a multimedia culture. (Contains 12 references.) (CR)

ED 409 592 CS 509 545

Rudden, Jane F.; Mallery, Anne L.
Effects of Internet Instruction and Computer Experience on Preservice Teachers' Concerns about Its Place in Planning and Teaching.
PUB DATE- Nov 96
NOTE- 19p.; Revised version of a paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Attitudes; Computer Mediated Communication; *Computer Uses in Education; Elementary

ED 409 612 EA 028 465

Bracey, Gerald W.
Final Exam: A Study of the Perpetual Scrutiny of American Education. Historical Perspectives on Assessment, Standards, Outcomes, and Criticism of U.S. Public Schools.
PUB DATE- 95
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Educational Assessment; Elementary Secondary Education; Evaluation Criteria; *Outcomes of Education; Performance; *Public Education; *School Restructuring; Scores; Student Evaluation

American public education has gradually evolved from a focus on the "disciplined mind" attainable by only a few to a focus on observable outcomes, purportedly attainable by all. This book offers a historical study of assessment, standards, outcomes, and criticism in U.S. public schools. Chapter 1 provides a selective history of education, focusing on the criticism of public schools and the attempts to reform them. Chapter 2 provides a short history of testing and assessment, particularly as it pertains to the testing and assessment of school achievement: (1) how achievement has been measured; (2) to what uses the assessment has been put; and (3) what those who developed measurements assumed about schools and the nature of learning. The third and fourth chapters describe the evolution of educational standards and outcomes-driven assessments. The book concludes that public schools have performed relatively well, given the unrealistic expectations placed upon them. However, not everyone can learn, the American education system cannot educate everyone, and society cannot permit all children to learn (educated people will not collect garbage). There are too many technical problems with many of the standards projects to make them feasible. Standards-based reform fails to address many of the country's most pressing educational issues, such as social inequalities, the provision of educational opportunities, and the creation of viable jobs. Endnotes accompany the chapters. (Contains 11 references.) (LMI)

ED 409 613 EA 028 466

Marcus, Morton J.
Tightrope to Tomorrow: Pensions, Productivity, and Public Education.
PUB DATE- 97
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Demography; Educational Economics; *Educational Finance; Elementary Secondary Education; Finance Reform; Futures (of Society); *Government School Relationship; *Older Adults; *Public Education; *Role of Education; School Choice; *School Support

The United States has a challenge to pay for its schools and meet its objectives to senior citizens. This book examines two related questions: Is the United States spending too much on education? and What do citizens want from education? Following the introduction, chapter 2 considers the aging of America and

ED 409 631 EA 028 486

Smithmier, Angela M.
Aggregative or Integrative School-Linked Services? Attempting To Link an Integrative Reform Design with an Aggregative School Organizational Design.
PUB DATE- Mar 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Programs; Elementary Secondary Education; Family Programs; *Institutional Cooperation; *Integrated Services; Organizational Development; *Organizational Theories; *School Organization; Social Structure; Social Systems

The model for school-linked services is based on the ideal of providing a coherent and seamless web among school professionals and other service agencies. However, schools are often organized around specialized functions that are not wholly aligned and coordinated in function and purpose. This paper examines the nature of schools as "aggregative" (as opposed to "integrative") organizations and the implications for implementation of an integrated, school-linked-services reform initiative. The theoretical framework of "new institutionalism" (March and Olsen, 1984; Powell and DiMaggio, 1991) is used to analyze the design and implementation of a neighborhood-based, school-linked-services effort, referred to as Community-Based Collaboration for Families (CBCF), in a medium-sized midwestern city. Data were obtained from a longitudinal, qualitative analysis of three urban schools and a low-income neighborhood. The paper suggests that reform initiatives such as school-linked services fail to consider the nature of school organization, thereby contributing to the aggregative, rather than coordinated and systemic, functions of schools. Although the services might be integrated, the school as an organization is not: the aggregative school design, which institutionalizes functions into a set of subsystems, contrasts with the coherent, integrative purpose and structure of integrated services. Reforms therefore constitute "add-ons." No matter how tightly integrated and collaborative the school-linked-services model, the school organization is not designed to respond similarly. (Contains 31 references). (LMI)

ED 409 632 EA 028 487

Gupton, Sandra Lee; Del Rosario, Rose Marie
An Analyses of Federal Initiatives To Support Women's Upward Mobility in Educational Administration.
PUB DATE- Mar 97
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Development; *Educational Administration; Elementary Secondary Education; *Equal Opportunities (Jobs);

ED 409 652 EA 028 516

Gullatt, David E.; Lemoine, Dwayne A.
The School Truancy Dilemma.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attendance; *Compulsory Education; Dropout Prevention; Economic Impact; Elementary Secondary Education; Family School Relationship; Government School Relationship; Intervention; *Potential Dropouts; Records Management; *School Attendance Legislation; *Truancy; Withdrawal (Education)

The truancy problem has become one of the most troubling issues that school administrators face while attempting to reform public education. This paper describes the legal evolution of efforts to reduce school truancy and the economic impact of truancy on society. Solutions range from reducing the number of required years of schooling to eliminating compulsory schooling entirely to raising the allowable exit age. The paper also identifies the social causes of truancy. A conclusion is that the multimodel approach to reduce truancy involving the family, student, and the school has proven to produce the most effective results. The intervention program, according to Brown (1983), should include therapy for conduct disorders or other problems contributing to truancy, extra academic help through tutoring, and incentives for good attendance. (Contains 22 references.) (LMI)

ED 409 653 EA 028 517

Gullatt, David E.; Lemoine, Dwayne A.
Assistance for the School Administrator Concerned about Student Truancy.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; *Attendance; Educational Technology; Elementary Secondary Education; Family School Relationship; *Holistic Approach; Intervention; *Potential Dropouts; Records Management; Sanctions; *School Attendance Legislation; School Community Programs; *Truancy

Administrators have many methods at their disposal to use in the struggle to control truancy. This paper describes the kinds of truancy-reduction efforts most commonly used: stringent laws and regulations (such as parental sanctions, zero credit, suspensions, and police intervention), inschool programs (the school-climate-improvement and the effective-school approaches), computer technology tracking systems, and community intervention. The paper concludes that the multimodal approach involving the family, student, and school has produced the most effective results. The student's attitude toward the school is the most important factor in combating truancy. Finally, the school administrator is responsible for creating a school climate that motivates students to attend. (Contains 26 references.) (LMI)

ED 409 654 EA 028 518

ED 409 671 EC 305 713

Lloyd, Claire; And Others
Children at High-Risk for Mild Intellectual Disability in Regular Classrooms: Six New Zealand Case-Studies.
PUB DATE- 97
NOTE- 18p.; Paper presented at the World Congress, International Association for Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, June 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Needs; Elementary Education; Foreign Countries; *Inclusive Schools; *Individualized Instruction; Mainstreaming; *Mild Mental Retardation; *Peer Acceptance; Program Effectiveness; Student Placement; *Teacher Student Relationship
IDENTIFIERS- New Zealand (Auckland)

This report presents case studies of six children (ages 9-10) at high risk for mild intellectual disability who were attending six different regular education primary schools in the greater Auckland, New Zealand, metropolitan area. The children were experiencing major academic difficulties and had made limited academic progress in the 6- to 7-month period prior to the study. Each of the six subjects were observed in the classroom and in the playground for an entire school day and during a two-hour second visit. A continuous record was kept of all classroom and playground academic activities/interactions, together with details of academic work undertaken. Each of the students in the subjects' classes (including the subjects) was administered a sociometric peer-rating scale and interviews were held with the subjects, their teachers/teacher-aides, and their parents. Results indicate that while the teachers in each of the classrooms were aware of the children's special educational needs and had attempted to modify their programs to provide individualized instruction, none of the children were receiving an educational program that appeared to come anywhere near to accommodating their perceived special educational needs. All six children were making poor academic progress and five were poorly accepted socially by their classmates. (Contains 16 references.) (CR)

ED 409 672 EC 305 716

Colley, Debra A.
Transition Systems Change: Lessons Learned in Continuing the Momentum and Evaluating Results.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Disabilities; *Education Work Relationship; *Educational Assessment; Employment; Enrollment; High School Equivalency Programs; High Schools; *Outcomes of Education; Postsecondary Education; Special Education; Student Development; Surveys; *Transitional Programs; *Vocational Rehabilitation; Young Adults
IDENTIFIERS- *New York

ED 409 689 EC 305 736

Thorkildsen, Ron; And Others
Interactive Videodisc Social Skills Program. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 84
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; *Behavior Disorders; Body Language; *Educational Strategies; Elementary Education; *Interpersonal Competence; Lesson Plans; Peer Relationship; Program Effectiveness; Role Playing; Self Management; *Social Development; *Videodisks
IDENTIFIERS- *Social Skills Training

This report describes the outcomes of a federally funded project that developed an interactive videodisc social skills program and tested the effectiveness of the program on 30 children (grades 3-5) with behavior disorders. The program teaches children how to use appropriate tone of voice, phrasing, and body language in such social interactions as getting involved and being positive. The videodisc is used to present examples of appropriate and inappropriate social behaviors, and models to imitate in subsequent role playing activities. A daily lesson guide for the teacher accompanies each videodisc presentation. The program also includes a behavior management system that is used during and after the videodisc and role playing phase. The results of the effectiveness study indicate that the 15 children with behavior disorders that participated in the program scored significantly higher on a post-training measure of peer acceptance than a control group of 15 children with behavior disorders that did not participate in the program. Also, the participants were rated significantly higher than control students on a teacher post-training checklist of social skills covered in the program. Appendices include a sample unit from the teacher training manual and a sample lesson. (Contains 29 references.) (CR)

ED 409 690 EC 305 737

A Talking Computers System for Persons with Vision and Speech Handicaps. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artificial Speech; Assistive Devices (for Disabled); *Blindness; *Computer Interfaces; Computer Software; *Computer Software Development; *Electromechanical Aids; *Speech Impairments
IDENTIFIERS- Apple (Computer); Computer Manuals; IBM Personal Computer

This final report contains a detailed description of six software systems designed to assist individuals with blindness and/or speech disorders in using inexpensive, off-the-shelf computers

ED 409 709 FL 024 639

Mitchell, Keith, Ed.; Parkinson, Brian, Ed.
Edinburgh Working Papers in Applied Linguistics, 1997.
PUB DATE- 97
NOTE- 125p.; For individual articles separately analyzed, see FL 024 640-646.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; *Applied Linguistics; Audience Response; Bilingualism; Broadcast Television; Cloze Procedure; Discourse Analysis; English; Foreign Countries; French; Japanese; Language Patterns; *Language Research; *Language Styles; *Language Tests; Language Usage; *Linguistic Theory; Mass Media; Oral Language; Second Language Instruction; Second Language Learning; Spanish; Task Analysis; Testing; Verbal Tests; Vocabulary
IDENTIFIERS- *Summarization

Papers on applied linguistics and language pedagogy include: "A Genre Analysis Study of 80 Medical Abstracts" (Kenneth Anderson, Joan Maclean); "Oral Classroom Testing in an Adult French Community Class" (Sheena Davies, Aileen Irvine, Jacqueline Larrieu); "Whose Relevance? Interpretation of Hybrid Texts by a Multiple Audience" (Katalin Egri Ku-Mesu); "Talking the Test: Using Verbal Report Data in Looking at the Process of Cloze Tasks" (Bob Gibson); "Managing Distances: Discourse Strategies of a TV Talk Show Host" (Fumi Morizumi); "Lexical Processing in Uneven Bilinguals: An Exploration of Spanish-English Activation in Form and Meaning" (Carmen Santos Maldonado); and "Japanese Learners' Acquisition and Use of the English Article System" (Toshiaki Takahashi). (MSE)

ED 409 710 FL 024 640

Anderson, Kenneth; Maclean, Joan
A Genre Analysis Study of 80 Medical Abstracts.
PUB DATE- 97
NOTE- 25p.; For journal issue as a whole, see FL 024 639. For other articles in this issue, see FL 024 640-646.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Discourse Analysis; Epidemiology; Foreign Countries; *Language Patterns; Language Research; Language Usage; *Language Variation; Linguistic Theory; *Medical Research; North American English; Research Design; Sciences; *Scientific Research; Specialization; Surgery; *Technical Writing
IDENTIFIERS- *English (British); *Summarization

A study investigated the usefulness of instructional materials on the writing of scientific articles by comparing the descriptions of abstracts offered in the textbook with a sample of abstracts drawn from four fields of medicine (clinical medicine, surgery, epidemiology, basic sciences). The comparison was confined to abstracts of results-focused papers, and papers were divided evenly between British and North American journals. Analysis focused on discourse features in three areas: purpose; methods and results; and conclusion. Results indicate close similarities between the textbook and the abstracts, but also show the textbook to be overly simplistic and rigid. The relationship between information

ED 409 729 FL 024 668

Hough, David A.
Ethnographies of Learning.
PUB DATE- Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Cross Cultural Studies; *Cross Cultural Training; *Cultural Traits; Curriculum Development; Economic Change; *Educational Attitudes; English for Academic Purposes; English (Second Language); Ethnography; Foreign Countries; Instructional Materials; Intercultural Communication; Material Development; Reading Instruction; Second Language Instruction; *Social Change; *Social Values; *Sociocultural Patterns; Technological Advancement; Writing Instruction

Ways in which culture in general and cultural change in particular affect approaches to and attitudes toward learning are examined, drawing on both published evidence and personal experience to support the position that changes in underlying technological and economic conditions create differing cultural behaviors, customs, values, beliefs, mythologies, and psychologies. Examples are offered to demonstrate how these changes are reflected in culturally distinct approaches to learning. Major cross-cultural parameters such as collectivism vs. individualism, power distance, availability and control of resources (including learning resources), and socio-historical context for learning within the community are discussed. Specific suggestions are made for teachers, instructional materials developers, and others wishing to address these issues in classroom language learning materials. It is suggested that such materials might be particularly useful in instruction for intercultural communication, international issues, English for academic purposes, and English-as-a-Second-Language reading and writing instruction. Contains 36 references. (Author/MSE)

ED 409 730 FL 024 669

Cincotta, Madeleine Strong
Individualised Learning and the Communicative Approach in the LOTE Classroom.
PUB DATE- 93
NOTE- 8p.; Paper presented at a Catholic Education Office inservice education program for teachers of student with native languages other than English in the South Coast District, New South Wales, Australia (1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cognitive Style; Communication Skills; *Communicative Competence (Languages); Foreign Countries; *Individualized Instruction; *Interpersonal Communication; Lesson Plans; *Pacing; Questionnaires; Second Language Instruction; Secondary Education; Skill Development; Teaching Guides; Teaching Methods

ED 409 749 FL 801 176

Kim, Kwang; And Others
Participation of Adults in English as a Second Language Classes: 1994-95. Statistics in Brief.
PUB DATE- Jun 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Students; Educational Attitudes; *Educational Demand; *English (Second Language); *Enrollment Rate; Language Proficiency; Language Role; Limited English Speaking; *Literacy Education; National Surveys; Second Language Instruction; Student Attitudes; Student Characteristics; Student Costs

The report details results of the 1995 National Household Education Survey concerning home language use, English language proficiency, and participation in English-as-a-Second-Language (ESL) classes. The survey found that about 12 million adults reported speaking a language other than English at home. Of these, almost 11 percent had participated in ESL classes in the 12 previous months. About one-quarter of the remaining group showed interest in the classes. Almost two-thirds had no interest; of these, about half reported speaking English well. Analysis of the data shows patterns in characteristics of this population and ESL class participation or non-participation, and reasons for participation. Information was also gathered about the providers of ESL instruction, use of personal funds for participation, sources of information on ESL classes, which of the interested non-participants knew about class availability, and barriers to participation. Extensive information on the survey methodology and data reliability is also included. Appended tables provide numerical data on characteristics of the population in question, participation rates and reasons, program characteristics, and characteristics of non-participants. Contains 17 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 409 750 FL 801 177

Merlin, Shirley B.
Workplace Literacy: Developing and Implementing an ESL Curriculum for Limited English Proficient Poultry Workers.
PUB DATE- 96
NOTE- 28p.; Paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 30-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Agricultural Laborers; *English (Second Language); *High School Equivalency Programs; Limited English Speaking; Literacy Education; Program Descriptions; Program Development; School Business Relationship; Second Language Instruction; Second Language Programs; Universities; *Vocational English (Second Language); *Workplace Literacy
IDENTIFIERS- General Educational Development Tests; James Madison University VA; *Poultry

The report describes the development and implementation of an

ED 409 769 HE 030 243

Belcheir, Marcia J.
An Evaluation of the Early Impacts of the Cluster Program and First Year Experience Seminar on New Freshmen. Research Report 97-02.
PUB DATE- Mar 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; *Cluster Grouping; *College Freshmen; *Grade Point Average; Grouping (Instructional Purposes); Higher Education; Outcomes of Education; *School Holding Power; *State Universities
IDENTIFIERS- *Boise State University ID; *Freshman Seminars

This study evaluated the impact of a cluster program and the First Year Experience Seminar (First YES) on a variety of student outcomes at Boise State University in Idaho. To evaluate the cluster program, which included 57 students, a control group of 102 students was formed of similar students who were enrolled in the same core courses but not taking them together as a group. Two groups were formed to compare First YES enrollees: one consisted of students in general education (GE) courses while the second consisted of students enrolled in neither First YES nor other GE courses. The study found that cluster students were more likely to re-enroll in the spring semester and again the following fall compared to the control group. First YES and other GE students were also more likely to re-enroll in the spring than the control group students. After adjusting for entering academic ability, other GE students had the highest first term grade point averages (GPAs), followed by First YES students and the control group students. An appendix contains a copy of the student survey. (MDM)

ED 409 770 HE 030 244

Belcheir, Marcia J.
Why Students Leave Boise State University. Research Report 97-03.
PUB DATE- Apr 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Dropouts; Education Work Relationship; Higher Education; Scheduling; *School Holding Power; *State Universities; *Student Attitudes; *Student Characteristics; Student Costs; Student Surveys
IDENTIFIERS- *Boise State University ID

This study examined the reasons why students enrolled at Boise State University (BSU) in Idaho during the Fall 1995 semester did not return for the Spring semester. A total of 443 students who did not return for the Spring semester were surveyed. The study found that BSU leavers were more likely than a national sample of college leavers to indicate that they left because of conflicts between the demands of a job and college (47 percent versus 31 percent), more likely to experience class scheduling problems (37 percent versus 18 percent), and less likely to leave because they decided to attend a different college (16 percent versus 30 percent). About 40 percent of the respondents indicated that they planned to return to BSU the following

ED 409 788 HE 030 298

Marks, Joseph L.
SREB Fact Book on Higher Education 1996/1997.
PUB DATE- 97
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Attendance; College Graduates; Compensation (Remuneration); *Degrees (Academic); Demography; Educational Economics; Educational Finance; Educational Resources; Enrollment; Enrollment Projections; *Enrollment Trends; Expenditures; Faculty; Financial Support; *Higher Education; Paying for College; Salaries; School Statistics; School Support; *State Aid; *Student Characteristics; Student Financial Aid; Tables (Data); Transfer Students; Trend Analysis
IDENTIFIERS- *Southern Regional Education Board

This volume provides comparative data highlighting significant trends affecting colleges and universities in 14 southern states--Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Texas, Virginia, and West Virginia. Trends identified include: a regional high growth rate; educational attainment continuing below the national average; financially strained colleges; and increased financial burdens on students. Data cover demographics, school enrollments, high school graduates, government revenues and expenditures, college enrollments, student characteristics, degrees granted, tuition and fees, student financial aid, faculty and administrator profiles and salaries, and college and university revenues and expenditures. Also included are data on employment trends, state general fund appropriations, and migration of first-time freshmen. The more than 100 data tables and graphs are grouped according to: population and economy; enrollment; degrees; tuition and student aid; faculty and administrators; and state revenues and expenditures. A state profile section provides an overview of selected data for the region and for individual states. Also included is a list of Southern Regional Education Board public colleges and universities organized by institutional category (number and types of degrees granted, breadth of programs offered, and distribution of degrees across program areas) and a list of the state higher education agencies. (CH)

ED 409 789 HE 030 299

Goldstone, Jennifer, Ed.; Gibbs, Darlene, Ed.
Profile of the International Work of Canadian Universities=Profil de la collaboration internationale des universites Canadiennes.
PUB DATE- 95
NOTE- 323p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; Foreign Students; *Higher Education; *Institutional Cooperation; *International Cooperation; International Education; International Educational Exchange; International Programs; *Partnerships in Education; Service Learning; *Student Exchange Programs; Study Abroad; Teacher Exchange Programs; Technical Assistance

ED 409 807   HE 030 339

Epper, Rhonda Martin; Russell, Alene Bycer
Trends in State Coordination and Governance: Historical and Current Perspectives.
PUB DATE- Oct 96
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Governance; *Governing Boards; *Higher Education; Long Range Planning; National Surveys; *Policy Analysis; Policy Formation; State Aid; *State Boards of Education; Tables (Data); Trend Analysis
IDENTIFIERS- *State Higher Education Executive Officers

This report examines the roles and functions of state coordinating and governing boards of higher education. Data are from a study reviewing 20 years' worth of data and a current survey. After an introductory section, the first section analyzes historical trends which suggest modest growth in appropriations over the period. Section 2, based on the current survey, conducted in 1995-96 by the State Higher Education Executive Officers (SHEEO), discusses emerging issues of highest priority. Findings show that "state appropriations to higher education" has dominated SHEEO's concern since 1992, as well as "effectiveness and accountability" issues. New concerns involve issues in "technology" and "learning productivity", while issues in "minority access" and "teacher preparation" have fallen in importance. The third section, also based on the 1996 survey, examines the importance of different functional areas within SHEEO agencies noting that many state boards perceive their roles as more entrepreneurial and less regulatory, while assuming greater responsibility for such issues as the quality of undergraduate education, effectiveness and accountability, and instructional technology. Tables present data on: appropriations and staffing trends; the influence of constitutency groups; and the relative importance of the following functions: operations, planning, policy, academics, external affairs, information, assessment and accountability. Appendices include the survey instrument and methodology details. (Contains 22 references)(BF)

ED 409 808   HE 030 340

Hines, Edward R.; Higham, J. Russell, III
State Higher Education Appropriations, 1996-97.
PUB DATE- Mar 97
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Finance; *Financial Support; Higher Education; *School Funds; *School Support; *State Aid; *State Colleges; State Universities; Tables (Data); Trend Analysis; Two Year Colleges

This report tabulates state funding for higher education, comparing 1996-97 and 1995-96 appropriations. It reviews recent trends, fiscal pressures, political realities, reallocation, restructuring, and reorganizations. Among the report's conclusions is that current financing constraints are

ED 409 826 HE 030 358

Lewis, Lionel S.
The Cold War and Academic Governance: The Lattimore Case at Johns Hopkins. SUNY Series, Frontiers in Education.
PUB DATE- 93
NOTE- 318p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Freedom; Censorship; College Faculty; Due Process; *Faculty College Relationship; *Freedom of Speech; *Governance; Governing Boards; Government School Relationship; Higher Education; History; Ideology; Institutional Administration; Institutional Autonomy; Intellectual Freedom; Intellectual History; Moral Issues; Political Correctness; *Politics; Press Opinion; Sanctions; Teacher Rights; Tenured Faculty; Trustees; Universities
IDENTIFIERS- Cold War; Johns Hopkins University MD; *Lattimore (Owen); McCarran (Patrick); McCarthyism

During the Cold War era, when many institutions of higher learning sacrificed faculty in the face of political pressure, the Owen Lattimore case represents a situation where university administrators stood firm. This book explores what happened when pressure was put on Johns Hopkins University (Maryland) to punish a faculty member who expressed ideas contrary to majority political opinions, but examines the events within the broader context of academic governance and decision making. The book's first six chapters follow the history of the case, discussing Lattimore's views and questions about his loyalty; his pursuit by those who wished to discredit his views; the call for sanctions; the university's response and its periods of inaction, reaction, and action; and Lattimore's eventual departure from the university. The final chapter attempts to show what implications for university governance procedures can be drawn from this case. Eleven appendixes provide a chronology of the case, cite testimony of various individuals, reprint pejorative "Time" magazine articles, quote excerpts from critical letters received by the university administration, excerpt a speech by Senator Pat McCarran, and provide a digest of board minutes of the university trustees. (Contains 490 references.) (CH)

ED 409 827 HE 030 359

Lowe, Graham S.; And Others
Alberta High School Graduate Survey, 1996. Report of Research Findings. School-Work Transitions Project, Report 97-1.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.; Alberta Dept. of Advanced Education, Calgary.
PUB DATE- Jan 97
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Career Planning; College Bound Students; *Education Work Relationship; *Educational Assessment; Educational Attainment; Educational Benefits; Educational Policy; Educational Status Comparison; Foreign Countries; Grade 12; *High School Graduates; High School

ED 409 844 IR 018 433

Knupfer, Nancy Nelson; Rust, William J.
Technology, Mass Media, Society, and Gender.
PUB DATE- 97
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Community; *Computer Attitudes; Computers; Culture; Distance Education; Educational Technology; Educational Television; *Females; *Instructional Design; Males; *Mass Media Role; Sex; *Sex Differences; *Sex Stereotypes; World Wide Web
IDENTIFIERS- *Technology Integration

This paper discusses the relationships between males and females, the computer culture, the influence of mass media, and community. Mass media images of society reflect and reinforce the stereotypes and realities of gender tracking, separating males from females beginning in childhood and extending through adult life. There is evidence of different types of usage and different attitudes toward computers between males and females--males tend to focus on the tool itself, and females tend to focus on the utility of the tool. The media capitalizes on the difference in the relationship between people and computers based on gender, further widening the gap by concentrating on or exaggerating stereotypical roles. Women are not well represented in the new generation of high technology occupations, and gender differences with their social consequences are likely to persist in computer-mediated networks. Males and females belong to separate "natural" communities--communities determined by birth--however, it is important to work together to find common ground between the male and female communities, and address the issue of gender from within a societal context, rather than from a male versus female approach. Even though the majority of computer network users are males, females must be encouraged to learn skills and be provided with opportunities to have equal access to information, and be portrayed in productive roles using technology. People can influence educational applications of the Web by designing instructional environments that attend to the needs of the female population as well as those of male. (Contains 41 references.) (Author/SWC)

ED 409 845 IR 018 434

Knupfer, Nancy Nelson; And Others
Participant Analysis of a Multi-Class, Multi-State, On-Line, Discussion List.
PUB DATE- 97
NOTE- 6p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 409 861 IR 018 450

Pryor, Debra; Knupfer, Nancy Nelson
Gender Stereotypes and Selling Techniques in Television Advertising: Effects on Society.
PUB DATE- 97
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Audience Response; Childrens Television; Mass Media Effects; Programming (Broadcast); Public Opinion; *Sex Bias; Sex Differences; Sex Role; *Social Influences; *Stereotypes; *Television Commercials; Television Viewing
IDENTIFIERS- Gender Gap; *Gender Issues; Social Consequences; *Societal Impact

This paper examines gender messages within television advertisements. Society is shaped by the suggestions of television advertisers who influence consumers' beliefs on how people should look or act, and many of these advertisements perpetuate stereotypes. Any consideration of the influence of gender stereotyping within TV advertising must first examine the stereotypes within television programming and advertising in general. Prime time dramatic programming features between two to three males to every female character. Typically, women are younger than men and depicted as feminine with a focus on beauty and sexual attractiveness. Men, instead, are usually authority figures or models of expertise even when shown at leisure (the outdoors, sports, cars and driving, relaxing, or entertaining at home). These images are often defined by advertisers. Most of the experts and voiceovers in commercials are male. Children's programming and advertising follow the typical adult stereotypes. Children aged two to five view an average of 22,228 commercials per year; by the time a person has reached 40, they have seen up to one million commercials. Over the last 25 years, television has played an increasingly important role in a child's socialization process. There are four types of endorsements that are most likely to affect a child's self-concept: personal enhancement; social status appeals; product usage portrayals; and competitive product appeals. To offset the stereotypes presented by television programming and commercials, it is important to teach television viewing skills. Skills such as identifying explicit and implicit promises, differentiating among verbal, nonverbal, and visual content and their intended effects, recognizing persuasive techniques, and comprehending commonly used vocabulary are important outcomes in learning to evaluate commercials. Recognition of the blatant and more subtle gender messages is the first step toward resisting the persuasive power of gender-stereotyped televised messages. (AEF)

ED 409 862 IR 018 451

Rathbun, Gail A.; And Others
Reconceiving ISD: Three Perspectives on Rapid Prototyping as a Paradigm Shift.

integrating curricula and setting objectives), and chapter 5 considers various aspects of the process of developing and using materials for the workplace (developing authentic materials and situations, structuring learning activities, developing integrated and content-based programs, formulating content-based models, and designing materials for multilevel groups. Checklists are included throughout the guide along with case studies on such topics as the following: integrated upgrading and training; study skills; coordination of workplace services in rural areas; performance-based training for new technologies; participatory curriculum design; and basic skills training for small businesses. Concluding the guide is a list of 74 suggested readings. (MN)

ED 409 422 CE 072 503

Ramakka, Vicky
Workplace Literacy in Nevada. Survey of Employers and Extent of Current Programs.
SPONS. AGENCY- Nevada Literacy Coalition.; Nevada State Job Training Office, Carson City.
PUB DATE- Apr 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Agency Role; Basic Skills; Change Strategies; Educational Change; *Educational Needs; *Educational Supply; *Employer Attitudes; Literacy Education; Program Development; Program Improvement; State Agencies; State Surveys; *Workplace Literacy
IDENTIFIERS- Employer Surveys; *Nevada

The level of basic education skills among Nevada's adult work force and the effects of workers' basic skill levels on Nevada businesses were examined in a 1994 survey of 2,021 Nevada businesses employing 10 or more workers. Of the 1,163 businesses responding, 696 reported having 1 or more unskilled employees during May 1994. Of those 696 respondents, nearly 75% agreed that their employees' basic skills were generally adequate for their current jobs, 62% believed their job training would be more effective if employees had better basic skills, 23% had problems bringing in new equipment and had simplified some jobs due to inadequate basic skills in their labor pool, 11% had difficulty providing safety training because of employees' limited basic skills, and 15% said poor basic skills increased their operational costs by 5% or more. Eight actions that state agencies such as the Nevada Literacy Coalition and State Department of Adult Basic Education could take to improve Nevada's workplace literacy services were recommended. (Appended are summaries of survey responses regarding the following: problems resulting from workers with inadequate basic skills; workplace skills-related services Nevada state agencies should be providing; and effects of employees' basic skill levels on businesses.) (MN)

ED 409 423 CE 073 863

Accomplishing Europe through Education and Training. Report. Study Group on Education and Training.
PUB DATE- 97
NOTE- 150p.; Figures contain small type.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Education and Training Partnerships in Remote Aboriginal Communities" (Arnott, Dembski); "Participation in Adult Education" (Benn); "Learning Organisations" (Bierema); "A Conceptual Framework for Understanding the Institutional Dynamics Involved in a University's Response to an Allegation of Racism" (Bishop); "An Analysis and Critique of Transformation Theory and Adult Learning" (Boucouvalas); "Research in Adult Learning" (Brew); "Reforming Australian Education and Training" (Brown); "Challenging Metrocentrism" (Butler); "Life at the Glass Ceiling" (Caffarella, Clark, Ingram); "Crossing Borders and Breaking Boundaries" (Cavanagh); "Learning as a Non-unitary Self" (Clark); "New Education Policy Directions in South Africa" (Cooper); "Globalisation and a Pedagogy of (Dis)location" (Edwards, Usher); "Learning to Learn" (Ettling, Hayes); "Postgraduate Education and Adult Education" (Ferrier); "The Significance of African-American Language and Learning in an Adult Education Context" (Flowers, Sheared); "Intimate Cultures of Learning" (Fraser, West); "Technologies of Compliance in Training" (Garrick, Solomon); "Learning Trajectories" (Gorard et al.); "The Political/Economic Boundary of Adult and Continuing Education" (Grosjean); "Crossing Borders in Research in Adult Education" (Hake); "The Practice of Guidance in an Employee Development Programme" (Harrison); "Demand and Supply of Adult Education and Training" (Houtkoop); "Beyond Facilitation in Adult Education" (Johnson-Bailey, Cervero); "Epistemology of Groups as Learning Systems" (Kasl, Marsick); "Vocational Education and Really Useful Knowledge" (Kilminster); "Is There a Boundary between Formal and Nonmoral Education?" (Kilpatrick); "Identifying Groups of Learners through the Use of Learning Strategies" (Kolody, Conti, Lockwood); "Understanding Adult Student Learning Using Theories of Academic Literacy" (Lea); "Working Class Culture, Adult Education and Informal Learning" (Livingstone); "Action-Based Research" (Lucas, Davies, Cochrane); "Restructuring Adult Education" (McIntyre); "Africentricity" (Mashengele); "Boundaries and Quality" (Millar); "Challenging Boundaries in Adult and Higher Education through Technological Innovation" (Miller, Leung, Kennedy); "Minority Women at the Iron Borders of Academe" (Mojab); "Research Findings on the Effectiveness of Guided Imagery/Visualisation as a Technique in the Facilitation of Transformative Learning" (Morton); "Workers as Learners and Learners as Workers" (Payne); and "On Formal, Non-formal Lifelong Learning" (Percy). (MN)

ED 409 439 CE 074 364

Hanson, Elizabeth; And Others
Learning To Learn...with Style. A Video-Based Learning Styles Guide for Adult Basic Education. Teacher's Guide.
SPONS. AGENCY- Washington State Board for Community and Technical Colleges, Olympia.
PUB DATE- 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Students; Audiotape Recordings; *Cognitive Style; *Learning Modalities; Learning Strategies; Teaching Guides; Teaching Methods; Videotape Recordings
IDENTIFIERS- *Myers Briggs Type Indicator; 353 Project

This packet contains a teacher's guide and student guide for a were significantly higher for fathers compared to mothers. On the artistic occupational scale, mean suitability scores were higher for women compared to men. On the social occupational scale, mean suitability scores were higher for men compared to women, for men compared to mothers, and for fathers compared to mothers. Both men and women college students appeared to be similarly influenced by the stimulus categories of men, women, fathers, and mothers. (The questionnaire is appended.) (MN)

ED 409 457 CE 074 411

Guy, Talmadge C.
Africentrism and Adult Education: Outlines of an Intellectual Tradition with Implications for Adult Education.
PUB DATE- 29 Oct 96
NOTE- 21p.; Paper Presented at the Annual Meeting of the American Association for Adult and Continuing Education (Charlotte, NC, October 29, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adults; *African Culture; African History; African Literature; African Studies; *Black Culture; *Black Studies; *Blacks; Cultural Influences; Educational Needs; Educational Philosophy; Foreign Countries; Middle Eastern History; Non Western Civilization
IDENTIFIERS- *Afrocentrism

Africentrism is a culturally grounded philosophical perspective that reflects the intellectual traditions of both African and African American culture. Africentrism is understood as an attempt to reclaim a sense of identity, community, and power in the face of Eurocentric cultural hegemony. Four orientations to Africentrism are observed: the Classical African Civilization Orientation, the Cultural Continuity Orientation, the Nationalist Orientation, and the Sociocultural and Empowerment Orientation. Although each of these orientations to Africentrism specify somewhat different features of history and culture, some common strands and assumptions tie these orientations together: (1) mental enslavement (cultural hegemony) is the most insidious and contemptuous form of domination; (2) African and African American culture is central to an analysis of African American experience and potential for liberation; (3) self-definition and the power to define the elements and terms of one's social reality is fundamental to any interpretation of culture or social relations; (4) a commonality of cultural experience crosses time and location; and (5) race is the primary unit of analysis that subsumes other variables such as gender or class. From an Africentric perspective, the purpose of education for African American adults should be self-definition, responsibility, a sense of biculturality, critical thought, and freedom. (Contains 34 references) (KC)

ED 409 458 CE 074 415

Palubinsky, Beth Z.; Watson, Bernardine H.
Getting from Here to There. The Bridges to Work Demonstration. First Report to the Field. Field Report Series.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.; Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Rockefeller Foundation, New York, N.Y.

training and development. The following papers are included: "Foreword" (Edwin A. Fleishman); "Preface" (J. Kevin Ford); "Advances in Training Research and Practice: An Historical Perspective" (J. Kevin Ford); "Training Design, Cognitive Theory, and Automaticity: Principles and a Methodology" (Wendy A. Rogers et al.); "Modeling Performance and Establishing Performance Criteria in Training Systems" (Michael D. Coovert, J. Philip Craiger); "Applications of Structural Knowledge Assessment to Training Evaluation" (Timothy E. Goldsmith, Kurt Kraiger); "Training as an Organizational Episode: Pretraining Influences on Training Motivation" (Timothy T. Baldwin, Richard J. Magjuka); "Unstructured Training and Development: The Role of Organizational Socialization" (Georgia T. Chao); "Employee Development: Issues in Construct Definition and Investigation of Antecedents" (Raymond A. Noe et al.); "Individual and Situational Influences in Training Motivation" (John E. Mathieu, Jennifer W. Martineau); "When Training Affects Variability: Beyond the Assessment of Mean Differences in Training Evaluation" (George M. Alliger, Steven Katzman); "A Multilevel Organizational Systems Approach for the Implementation and Transfer of Training" (Steve W. J. Kozlowski, Eduardo Salas); "Enhancing Reciprocity between Training Theory and Training Practice: Principles, Guidelines, and Specifications" (Eduardo Salas, Janis A. Cannon-Bowers, Elizabeth L. Blickensderfer); "The Unintended Organizational Consequences of Technology Training: Implications of Practice for Training Theory, Research, and Practice" (Katherine J. Klein, R. Scott Ralls); and "The Science and Practice of Training--Current Trends and Emerging Trends" (Eduardo Salas, Janis A. Cannon-Bowers, Steve W. J. Kozlowski). (MN)

ED 409 476   CE 074 462

Pont, Tony
Investing in Training and Development. Turning Interest into
  Capital.
PUB DATE- 95
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Case Studies; Counseling Techniques; *Education Work Relationship; *Educational Economics; Empowerment; Experiential Learning; Foreign Countries; *Human Capital; Individual Psychology; *Labor Force Development; Learning Processes; Learning Theories; Management Development; Mentors; Self Actualization; Skill Development; Training Methods
IDENTIFIERS- Job Coaches; *Learning Organizations; *United Kingdom

This book, which is intended for individuals responsible for human resource development (HRD) programs, examines a number of issues in turning investments in training and development into human capital and examines ways of making the workplace an arena for development. The following topics are discussed: the nature and role of training and development in work organizations; the organization of training and development (an integrated approach to business and HRD, the United Kingdom's Investors in People initiative); lessons for training and development practitioners from psychology (behaviorism versus humanism, Abraham Maslow and self-actualization, Carl Rogers and client-centered therapy, learning theories emphasizing the importance of experience); empowerment and the learning organization (scientific management, learning organizations, the empowerment concept); action learning (criteria and

Petersen); "Different Schools, Different Priorities" (Heidi Engesbak, Odd Helge Lindseth); "Learning from Change?" (Glenn Hultman, Alger Klasson); "Quality of Adult Learning" (Seppo Kontiainen, Jyri Manninen); "The Modernization of Minds--Qualification and Adult Education in the Transformation of the Welfare State" (Kirsten Weber); "Different Access to Education and Training in Mother Tongue Reinforces Differences between Professional Cultures" (Anne-Lise Hostmark Tarrou);"Learning in Order to Control" (Jan Holmer); "The Challenge to Working Life Education" (Bengt Petersson, Per Olof Thang); "Work and Learning" (Palle Rasmussen); "From Philanthropy to Deinstitutionalisation" (Paul N. Gooderham, Sigvart Tosse); "Knowles' Andragogy, Pedagogy, and Self-Directed Learning" (Bjorn-Emil Madsen); and "Knowledge and Democracy--Old and New Social Movements as Learning Environments in the Post-War Welfare State" (Lars Arvidson, Jorun M. Stenoien). (YLB)

ED 409 495   CE 074 521

Veterans Benefits Administration: Focusing on Results in Vocational Rehabilitation and Education Programs. Testimony before the Subcommittee on Benefits, Committee on Veterans' Affairs, House of Representatives. Statement of Cynthia M. Fagnoni, Acting Associate Director, Veterans' Affairs and Military Health Care Issues, Health, Education, and Human Services Division.
PUB DATE- 5 Jun 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compliance (Legal); Evaluation Methods; Federal Legislation; Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Evaluation; Retirement Benefits; *Veterans; *Veterans Education; *Vocational Rehabilitation
IDENTIFIERS- *Veterans Benefits Administration

This document reports testimony provided at a hearing on the progress made and challenges faced by the Veterans Benefits Administration (VBA) in implementing the Government Performance and Results Act of 1993. The Results Act was passed to require agencies to define their missions clearly, set goals, measure performance, and report on their accomplishments. The hearing focused on two VBA programs that accounted for about $1.3 billion of VBA's $20 billion fiscal year 1996 appropriation: vocational rehabilitation/counseling and educational assistance. According to the testimony, VBA has taken an important first step in implementing the Results Act, but the process is still evolving. To date, VBA has developed a strategic plan with a mission and goals and has begun consulting with Congress and other stakeholders to obtain their views on its plan. For the vocational rehabilitation and educational assistance programs, VBA has identified specific goals and measures that are primarily process oriented. VBA must strive to focus its strategic plan on results and not merely on the process used to administer the benefits. In addition, to achieve high quality service, VBA needs to integrate its strategic plan with Veterans' Affairs overall plan and with the plans of other key federal agencies. Later, VBA will also need to ensure that it effectively measures and assesses its performance to determine how well its programs are meeting the goals and to redirect efforts as needed. (KC)

ED 409 496   CG 027 392

areas. Advisor/advisee programs give students the opportunity to develop self-understanding and positive self-esteem. A primary goal is to help students feel significant and to guide them in developing meaningful interpersonal relationships. The text opens with a detailed outline of how to start an advisor/advisee program, and discusses such topics as program leadership, staff development, program design, group organization, examples of group formats, program activities, and some obstacles to success. Some of the benefits derived from an effective advisor/advisee program, such as enhancing the educational environment, are also presented. It is argued that the counterpart of intellect is affect, and that school personnel must address both aspects of students' lives in order to be effective teachers. (RJM)

ED 409 514 CG 027 854

Fayard, Roland
Farnatchi and the Foursome.
PUB DATE- 96
NOTE- 62p.
LANGUAGE- Arabic; French; English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adolescents; *Alcohol Abuse; Alcoholism; Children; *Drinking; *Early Intervention; Elementary Education; Elementary School Students; Foreign Countries; Health Materials; *Health Promotion; *Prevention
IDENTIFIERS- *Addictive Behavior

Alcohol poses a significant threat to young people. Ways in which to warn children between the ages of 8 and 13 about the dangers of alcohol are presented in this book. It is a health education text containing precise information presented in a simple way, through the use of fictional characters who are vividly portrayed in pictures and straightforward dialogue. It discourages the child from starting to drink by pointing out the dangers of such action, but its main purpose is to enable children to avoid any kind of addiction. The text uses a fictional character, a young Arab student, who is enticed into drinking alcohol. The story follows him as drinking leads him into dire circumstances, and as he wrestles with tough decisions and difficult situations. Explicit information on how alcohol affects the brain, the danger of alcoholism, the consequences of alcohol use, and other issues surrounding addiction are discussed. Family and peer influences are explored and positive ways in which children can focus their energies are presented. The text features vibrant pictures that emphasize the sensations and dangers of alcohol use. All text, including title and prefactory material, is provided in three languages: Arabic, French, and English. (RJM)

ED 409 515 CG 027 855

Fayard, Roland
Farnatchi in the Land of Illusions.
PUB DATE- 95
NOTE- 78p.
LANGUAGE- English; French; Arabic
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adolescents; Children; *Drug Abuse; *Drug Addiction; *Early Intervention; Elementary Education; Elementary School Students; Foreign Countries; Health Materials; *Health

Motivating Students To Read.
PUB DATE- May 97
NOTE- 158p.; Master's Research Project, Saint Xavier University and IRI/Skylight. The teacher observation checklists in the appendices contain filled-in type.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Action Research; Classroom Environment; Family Environment; Grade 1; Grade 2; Parent Attitudes; Primary Education; *Reading Attitudes; Reading Improvement; *Reading Motivation; Reading Research; Student Attitudes; *Student Motivation
IDENTIFIERS- *Illinois (Chicago Suburbs)

This action research project implemented a program for motivating students to read so that they would become enthusiastic, lifelong readers. The targeted population consisted of first- and second-grade students in a middle class community located in a western suburb of Chicago, Illinois. The problem of lack of motivation in reading was documented through teacher observation, student and parental surveys, student behavioral checklists, student and parent interviews, and student assessment. Analysis of probable cause data indicated that many factors influence a child's motivation to read. These may include learning difficulties, emotional well-being, and home and school environment. This report focused on how the home and school environment can motivate children's reading and ways to implement motivational techniques. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting resulted in the development of motivational techniques for the teaching of reading in the classroom setting and encouragement in the home environment. Post intervention data reflected an overall improvement in the students' motivation to read. This was most noted through student and parent interviews and surveys, as well as teacher and parent observation. (Contains 30 references, and 6 tables and 38 figures of data; appendixes contain survey instruments, interview questions, checklists, and sample "book bag" activities.) (Author/RS)

ED 409 536 CS 012 861

DeAngelo, Nancy; And Others
Improving Reading Achievement through the Use of Parental Involvement and Paired Reading.
PUB DATE- 97
NOTE- 77p.; M.A. Action Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Grade 5; Grade 7; High Risk Students; Incentives; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; Middle Schools; Oral Reading; *Parent Participation; *Reading Achievement; *Reading Improvement; Reading Rate; Reading Research; Reading Skills
IDENTIFIERS- Illinois (Northeast); Middle School Students; *Paired Reading

An action research project implemented a program for improving the reading skills of at-risk middle school students. The targeted population consisted of fifth- and seventh-grade students in a rural, middle class community located in northeastern Illinois. Evidence for the problem includes teacher observation, checklists, standardized tests, and recommended books that teachers and parents can read to children--this revised and expanded edition carries a new section on reading aloud from infancy to kindergarten. Following a foreword by "Mister Rogers," chapters in the guide are entitled: (1) Why Bother? The Case for Reading Aloud; (2) Off to a Good Start: Books in the Early Years; (3) Don't Stop Now! The Benefits of Reading to School-Age Children; (4) Fitting It In: Finding or Making Time to Read Aloud; (5) Casting a Spell: How to Read Aloud Effectively to a Group of Children; (6) Queries and Quandaries: Frequently Asked Questions about Reading to Children; (7) What to Read? Lists of 300 Recommended Books for Reading Aloud to Children from Infancy through Middle School Age; Booklist for Younger Listeners; Booklist for School-Age Listeners; (8) Narrowing It Down: Cross-Listings of the Recommended Books for School-Age Children by Subject, Length, and Type; and (9) Book-Places: For Travelers and Stay-at-Homes, a Cross-Listing of Books by Settings. Appendixes contain information about poetry and a selected bibliography. (NKA)

ED 409 555   CS 012 884

Bierschenk, Bernhard
The Measurement of Perspective Change through Textual Movement Patterns. Cognitive Science Research No. 59.
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classification; Cognitive Psychology; Content Analysis; Foreign Countries; Higher Education; Models; *Semantics; *Syntax; *Text Structure
IDENTIFIERS- Cognitive Research; Text Factors

A new approach to the study of text building behavior is possible through the application of Scanator. This paper consists of a demonstration of some of its fundamental functions. These are suitable in a study of text building. The basic concepts, expressed through an analysis of a small part of an interview text, derive from a thermodynamic treatment of text building. In a first phase, text material is transposed and arranged for automatic processing. Constituent of this phase are five components. A second phase is associated with joining and linking processes. At the kinetic level they provide for the book-keeping of reversible and irreversible flows. Through channelling of textual elements, supplementary operations fill out all places where textual material is lacking. The second phase terminates when all involved processes have reached their steady states. Strings of graphemes give rise to larger functional units through partial qualifications. Results demonstrate how points relate at various distances, pressures, and forces; and that points of different kind are separable when the distance measures reach their critical limit. At this limit, a third phase comes into existence. Processing during this phase concerns the assembling of point into natural groups and the naming of these groups. That verbal flow processes can be specified at the kinetic level suggests that point attractors can be named. When the curvatures of point attractors lean toward a virtual midpoint it becomes possible to demonstrate their state attractor. Results show that a state attractor is the proper constraint of its underlying kinetic processes. Contains 11 references, and 11 tables and 8 figures of data. (Author/RS)

This summary report presents the main findings of the fourth Assessment of Achievement Programme (AAP) survey of English (involving a random sample of approximately 6,000 pupils in Scotland) and highlights teaching issues. After an introduction that discusses the survey, sampling methods, assessment framework and materials, and performance levels, the report presents results on listening, talking, reading, and writing achievement of pupils at the P4, P7, and S2 educational levels as well as teaching issues (in the form of questions relating to the way reading, writing, listening, and talking are taught). The report then presents survey results based on information from schools regarding resources, learning support, primary/secondary liaison, assessment approaches, organization of teaching, priority aspects of teaching reading and writing, homework, and computers. The report concludes with performance comparisons: overall performance, performance over time, performance between stages, links with "5-14 attainment targets," and gender performance. (Contains two tables of data.) (RS)

ED 409 574   CS 215 917

Herzog, Anne
The C.V. as Storytelling Instrument: Identifying the Composition Specialist.
PUB DATE- Mar 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Qualifications; *Employment Qualifications; *English Departments; Higher Education; Job Applicants; *Program Administration; *Resumes (Personal); Story Telling; Teaching Experience; Teaching Skills; Writing Instruction; Writing Teachers
IDENTIFIERS- Composition Literature Relationship; *Faculty Attitudes

How does a hiring committee define the requisite knowledge essential for a writing program administrator (WPA)? A survey of writing program administrators revealed that typical WPAs begin their academic career by taking a B.A. in English and then proceeding on a more or less predictable course with an M.A. in English and a Ph.D. in English, specializing in a traditional field of English or American literature and writing their dissertations on a subject in medieval studies (20%), Victorian (15%), or American literature (20%). The wording of advertisements recruiting people whose teaching responsibilities can easily be converted to literature positions conveys an institutional skepticism about the continuing role of writing programs. In soliciting an administrator, ads should ask for "professional specialization and college-level teaching experience in composition and rhetoric." Given the fact that a composition specialist may acquire that specialization without the acquisition of any administration skills or talents, carefully assessing the administrative experience the WPA candidate describes in his or her curriculum vitae (c.v.) is also essential. In one specific case, a candidate was interviewed and hired whose experience and knowledge fully supported the "story-telling" of his c.v. and dossier package. In 1997 it is possible to hire candidates

Secondary Education; Higher Education; Instructional Innovation; *Internet; Minicourses; Preservice Teacher Education; *Student Attitudes; Student Surveys
IDENTIFIERS- *Preservice Teachers; Stages of Concern Questionnaire; T Test; *Technology Integration

A study examined the effects of instruction in the use of the Internet and prior computer experience on the concerns preservice teachers have about the use of technology in teaching. Subjects were 53 college sophomores, all elementary education majors and members of classes studying the foundations of reading. Participants were surveyed using the Stages of Concern toward an Innovation (George, Hall, Rutherford, 1977) to determine levels of prior experience, pre-treatment, and posttreatment levels of concern. Two directed academic tasks were completed requiring use of the Internet. Paired t-tests revealed significant changes for all participants in the areas of awareness, information, consequence, and refocusing. Results indicated an increase in levels of concern for participants. Findings suggest that short term instruction in the use of the Internet can effect a change in the concerns preservice teachers hold; trends in the changes in levels of concern are influenced partially by experience. (Contains eight references, five tables of data, and three figures.) (Author/CR)

ED 409 593 CS 509 550

Alvarado, Veronica
Service-Learning, an Effective Teaching Strategy for Texas Middle Schools.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Involvement; Community Role; Community Services; Cooperative Programs; *Instructional Effectiveness; Instructional Improvement; Intermediate Grades; Junior High Schools; *Learning Activities; *Middle Schools; School Community Relationship; *Service Learning; *Student Participation
IDENTIFIERS- Corporation for National Service; Middle School Students; *Texas

Service-learning is a teaching strategy used by Texas middle schools that combines classroom learning with community activities and where both students and teachers plan activities and projects that meet a well defined school or community need. These activities strengthen academic learning by addressing learning objectives, allowing students to design and participate in community projects, and providing students with opportunities to reflect on their individual involvement in learning and serving. The aim of service-learning is essentially to help students increase their academic skills through understanding how what they learn in school can be applied to the real world. The Federal National and Community Service Act of 1990 created a Corporation for National and Community Service in 1993. The Corporation brought many volunteer organizations together to promote the idea of life-long service. Learn and Serve America, one of the Corporation's programs, serves to enlighten educators about service-learning and trains them in how to establish school-community the implications for the economy and education system. Chapter 3 looks more closely at the role of education in the American economy. Changes in public expectations about the contributions of education to the economy are explored in chapter 4. The fifth chapter looks at the financial structures supporting education and argues that property taxes are no longer appropriate for supporting education. Who should pay for education and who should run the schools are the topics of chapters 6 and 7. The eighth chapter examines the issue of school choice. The book concludes that: (1) It is necessary to increase the income-generating capabilities of the work force and the profitabilities of business; (2) this is a national concern; (3) federal financing, standards, and perhaps governance of education programs should be considered; (4) education systems need to address the undereducated workers of the nation; and (5) federal financing of American education systems can be directed through a commission or agency based on representation from the state education agencies. Chapter endnotes and 27 figures are included. (LMI)

ED 409 614   EA 028 469

Menendez, Albert J.
Home Schooling: The Facts.
PUB DATE- 96
NOTE- 75p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Advocacy; Court Litigation; Educational Legislation; Educational Philosophy; Elementary Secondary Education; Home Programs; *Home Schooling; Politics of Education; Public Schools; *Religious Differences; State Church Separation; *State Legislation

Home schooling, practiced as an alternative to both public and private schooling, is on the increase. This booklet provides an overview of the home schooling movement's statistical and demographic background. It also describes the legal context in states across the United States; the advocacy groups that are involved; the reasons why parents home school their children (religious orientation, hostility to public education, and political orientation); and the results of research on home-schooled students' achievement. Educators' concerns about home schooling and the movement's growth potential are also assessed. The booklet offers 10 reasons why home schooling is not desirable: (1) Most parents do not possess the necessary educational skills; (2) students need to interact with and work together; (3) students need to learn how to relate to people of different cultures, races, nationalities, and religious traditions; (4) students should be exposed to and learn how to confront different ideas; (5) the textbooks published for the home-schooling market are inadequate; (6) support for home schooling fosters the fragmentation of American culture; (7) public schools foster unity, a common culture, and common goals; (8) the public schools are more likely to become the dumping ground for the poor and disinherited; (9) the Christian influence in public schools will be diminished if Christians depart in large numbers; and (10) flight from public education will not help solve the problems of public schools, which deserve to be strengthened rather than denigrated. One table and 144 endnotes are included. Appended are: suggestions for further reading and home schooling organizations. (Contains 84 references.) (LMI)

Federal Government; *Federal Legislation; Females; Government Role; Higher Education; Promotion (Occupational); *Sex Fairness; *Women Administrators

The most significant role played by the federal government in advancing the state of sex equity in educational administration, as well as in most other issues involving social change, has been through legislation. This paper describes a few of the more significant federally funded initiatives related to increasing sex equity (with particular attention to those aimed at improving the status of women aspiring to or currently in educational administration); analyzes the strengths and weaknesses of these efforts; and analyzes the paradigm shifts that should occur in current thinking about the issue of underrepresentation of women in education administration. Women seeking administrative careers in education should remember that the following attributes are important: (1) education in the appropriate field; (2) meaningful experience; (3) record of improving and updating professional qualifications; (4) ongoing networking; and (5) strategic and long-range planning. The paper also offers seven recommendations for making federally funded programs and services more effective for today's women. Paradigm shifts move from the current trend of focusing on women's skills that will enable them to perform above and beyond their job descriptions and capabilities toward a focus on training administrators with the power to recruit, hire, mentor, retrain, and promote women in leadership positions. (Contains 10 references.) (LMI)

ED 409 633 EA 028 488

McLaughlin, Donald H.; Broughman, Stephen
Private Schools in the United States: A Statistical Profile, 1993-94. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 97
NOTE- 245p.; For the 1990-91 report, see ED 379 360.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Qualifications; Catholic Schools; Educational Environment; Educational Objectives; Elementary Secondary Education; *Enrollment; Graduation Requirements; National Surveys; Parochial Schools; *Private Education; *Private Schools; *School Demography; *School Statistics; Teacher Qualifications; Teacher Salaries; Teacher Student Ratio; Tuition

Private elementary and secondary schools continue to play an important role in the American education system, educating about one-tenth of the nation's young people. This report, based on the National Center for Education Statistics' Schools and Staffing Survey of 1993-94, is designed to update the picture of private schools in the United States, based on responses from a nationally representative sample of 2,585 private schools and 8,372 teachers in those schools. The report contains graphic statistical profiles of Catholic schools, other religiously oriented schools, and nonsectarian schools, using both a 9-category typology and an 18-category affiliation system. The profiles contain information organized under the headings of schools and students; teachers and principals; and climate, goals, and outcomes. Forty-two tables are included. Appendices contain tables of standard errors, technical notes, and data and standard errors for the graphic profiles. (LMI)

Kratzer, Cindy C.
A Community of Respect, Caring, and Trust: One School's Story.
PUB DATE- Mar 97
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collegiality; *Educational Cooperation; *Educational Environment; Elementary Education; Interprofessional Relationship; Organizational Climate; Parent School Relationship; Public Schools; Quality of Working Life; *School Culture; *Teacher Collaboration; Teamwork; Urban Schools; Work Environment

Trust, respect, and caring are crucial components in achieving or maintaining school effectiveness. This paper presents findings of a case study that examined the ways in which one urban school manifested particular characteristics of community--those of respect, caring, and trust. The one-year case study at an elementary school in Los Angeles (California) gathered data through participant observation, interviews, and document analysis. The study found that school improvement is contingent upon changing school cultures and patterns of relating, rather than making only structural changes. Teachers and administrators in the school worked together to reach their goals of helping students become educated thinkers and caring members of society. School personnel also interacted with parents and students in ways that manifested caring, trust, and respect, resulting in home-school collaboration. (Contains 42 references.) (LMI)

ED 409 655 EA 028 519

Logan, Kimberly
Getting the Schools You Want: A Step-by-Step Guide to Conducting Your Own Curriculum Management Audit.
PUB DATE- 97
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Evaluation; Educational Assessment; *Educational Objectives; Educational Quality; Elementary Secondary Education; Instructional Effectiveness; Needs Assessment; Performance; Personnel Evaluation; Productivity; Program Effectiveness; *Self Evaluation (Groups); Standards

The curriculum-management audit was developed to provide school districts with a tool for making districtwide improvements. The audit can be used to help districts improve quality control over their instructional programs. This book offers a step-by-step guide to school improvement with a focus on conducting an internal audit. The first four chapters provide background information about the audit. Chapter 1 expands on the use of the audit to support systemic change. It provides a process for determining readiness to undertake the process and discusses why districts have undertaken the curriculum-management audit. The second chapter defines what the audit is and is not. Chapters 3 and 4 delineate the principles and key concepts used in the audit process. Chapters 5 through 9 present each of the

This paper discusses the results of an investigation that evaluated the outcomes of former students with disabilities who received special education transition services in New York State. The evaluation included a survey of 225 high school vocational rehabilitation case records and post-school interviews with 720 former special education students. The results of transition implementation were analyzed based on data from school exit information, postsecondary education participation, independent living services, and employment. The results found: (1) the number of students with disabilities enrolled in institutions of higher education increased by 45 percent from 1992 to 1996; (2) the number of students with disabilities enrolled in adult basic education and GED programs increased by 83 percent from 1990-91 through 1996-97; (3) the number of special education students participating in Tech Prep programs increased by 550 percent from 1993-94 through 1995-96; (4) 46 percent of the former special education students were working; (5) 17 percent of the students were attending postsecondary education programs; and (6) 78 percent were living at home. Results also indicate that compared to former students in general education, the youth with disabilities were working more, attending postsecondary education less, and seeking work to a greater extent. (CR)

ED 409 673 EC 305 717

Courtney, Linda J., Ed.
Integrating Community Resources.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 317p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Community Programs; Employment; Etiology; Evaluation Methods; *Head Injuries; Housing Needs; *Independent Living; *Integrated Services; *Neurological Impairments; Neuropsychology; Sexuality; State Agencies; Substance Abuse; Traffic Safety; *Vocational Rehabilitation; Welfare Services
IDENTIFIERS- Americans with Disabilities Act 1990; Social Security Disability Insurance; Supplemental Security Income Program

This manual is designed to provide resource managers, advocates, and social service personnel with information about the integration of community services for persons with traumatic brain injury (TBI). The materials encompass the values of independence, productivity, and integration in the delivery of resources and services to persons with TBI. Each of the 12 informational sections begins with an outline of the goal and objectives of the included material. The beginning section provides an overview of TBI, followed by sections addressing the following issues: (1) attitudinal and language barriers; (2) employment issues for persons with TBI, including the implications of the Americans with Disabilities Act; (3) necessary supports for independent living for persons with TBI; (4) housing for persons with disabilities, including funding and legal issues; (5) Social Security Administration programs for persons with TBI; (6) state vocational rehabilitation agencies and their implications for persons with TBI; (7)

rather than expensive custom-made devices. The developed software is not written in the native machine language of any particular brand of computer, but in the universal language "C," which will run on all present and future brands of computers. The report provides user manuals describing the software for individuals with blindness, "Screen-Voice," adapted to three types of computer in use in 1984, the Apple IIe (the most popular computer in schools); IBM compatible personal computers (the most popular office computer, available in tabletop and portable versions); and the TRS-80 Model 100 (a portable computer). The report includes user manuals for "Talkhelper," a program designed to allow persons with speech disabilities to use a personal computer with a speech synthesizer as a substitute voice. Manuals are also provided for Apple IIe, IBM-compatible computers, and for the TRS-80 Model 100 portable computer. Finally, the source code of the most elaborate version of the software, that of the IBM-compatible personal computer, is reproduced in full. (CR)

ED 409 691 EC 305 739

Gerber, Paul J., Ed.; Brown, Dale S., Ed.
Learning Disabilities and Employment.
PUB DATE- 97
NOTE- 400p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Accessibility (for Disabled); Adjustment (to Environment); Assistive Devices (for Disabled); *Civil Rights; *College Students; Community Colleges; Counseling Techniques; Court Litigation; Dyslexia; *Education Work Relationship; *Educational Strategies; Employer Attitudes; *Employment; Graduate Study; Higher Education; *Learning Disabilities; Occupational Tests; Secondary Education; Skill Development; Technology; Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- Americans with Disabilities Act 1990; Attitudes toward Disabled

This book provides information on preparing individuals with learning disabilities for the challenges of employment and outlines the rights of those with learning disabilities in the workplace. Introductory chapters in Part 1 include: "Life after School: Challenges in the Workplace" (Paul J. Gerber); "The New Economy in the 21st Century: Implications for Individuals with Learning Disabilities" (Dale S. Brown); "Legal Rights of Adults with Learning Disabilities in Employment" (Patricia H. Latham and Peter S. Latham); and "The Employment Outcomes of Youth with Learning Disabilities: A Review of Findings from the NLTS" (Jose Blackorby and Mary M. Wagner). Part 2 focuses on training persons with learning disabilities for employment and includes: "Effective Practices of Transition from School to Work for People with Learning Disabilities" (Thomas E. Grayson and others); "Community College Programs: Their Role in Preparing Students with Learning Disabilities for Employment" (Rhonda Repp); "Four-Year College Programs: Effective Practices for Developing Employment Skills" (Joan M. McGuire); "Students with Learning Disabilities in Graduate or Professional Programs: Emerging Issues on Campus and Challenges to Employment" (Loring Brinckerhoff); "Vocational Rehabilitation: Current Practices for Work Preparation" (James R. Koller); and "Preparation for Employment: Counseling Practices for Promoting Personal Competency" (Craig A. Michaels). Part 3 highlights workplace issues and includes: "Persuading Employers to Hire People with Disabilities" (Richard G. Luecking); "Employment Testing and structure and linguistic elements was found to be more complex than was implied in the book. Specifications for sections introducing purpose ignore some frequent lexical signals; methods tend to be amalgamated into adjacent sections; and it is not always necessary to conclude with a generalization. While the analysis detected no systematic differences between abstracts in British and North American journals, some evidence was found that conventions vary according to field or type of research design. Contains 16 references. (Author/MSE)

ED 409 711 FL 024 641

Davies, Sheena; And Others
Oral Classroom Testing in an Adult French Community Class.
PUB DATE- 97
NOTE- 22p.; For journal issue as a whole, see FL 024 639. For other articles in this issue, see FL 024 640-646.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Adult Education; *Conversational Language Courses; Foreign Countries; French; Interpersonal Communication; Language Research; *Language Tests; Linguistic Theory; Questionnaires; Role Playing; *Second Languages; Student Attitudes; Teacher Attitudes; *Test Use; Testing; *Verbal Tests

This study investigated the utility and feasibility of administering achievement tests to adults in a continuing education course in French, in Scotland, in which student progress is not usually formal assessed. Subjects were 18 adults in elementary-level classes, aged 18 to over 60 years. Students were tested three times, at 3-4 week intervals, with an oral assessment consisting of three parts: an information-giving task; a discussion/decision-making task; and a role-play. Results indicate that although the assessment procedures did not appear to interrupt the normal class ambience, and there was some slight shift toward a more favorable student attitude concerning assessment over the course of the term, teachers found some practical difficulties in conducting the assessments during normal class time and questioned the value of formal assessment in such a course. A sample test item and a post-test student questionnaire are appended. Contains seven references. (Author/MSE)

ED 409 712 FL 024 642

Ku-Mesu, Katalin Egri
Whose Relevance? Interpretation of Hybrid Texts by a Multiple Audience.
PUB DATE- 97
NOTE- 12p.; For journal issue as a whole, see FL 024 639. For other articles in this issue, see FL 024 640-646.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Audience Response; Communication Problems; *Cultural Relevance; *English; Foreign Countries; Intercultural Communication; Language Patterns; Language Research; Language Usage; *Language Variation; Linguistic Theory; Proverbs; Reading Comprehension; *Reading Processes; Semantics; Syntax; Vocabulary
IDENTIFIERS- *Ghana

A number of second language class activities are presented that stimulate interpersonal interaction and develop communication skills. The exercises are also designed to accommodate learners' different learning styles, pacing needs, skill levels, and course content. They include: a questionnaire activity in which students must discover facts about classmates; descriptions of drawings; picture completion using pairs or trios of students; and "matchmaking." Using individualized lesson plans and offering students a number of activity options from which to choose are also suggested. An individualized lesson plan form is appended. (MSE)

ED 409 731 FL 024 670

Mulling, Sylvia S.
Getting Them To Talk: Communicative Activities for the ESOL Classroom.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Communication; Classroom Techniques; Cloze Procedure; Communication Skills; *Communicative Competence (Languages); Diagrams; Discussion (Teaching Technique); *English (Second Language); Group Activities; *Interpersonal Communication; Maps; Photographs; Problem Solving; Realia; Second Language Instruction; Skill Development; Teacher Role; Teaching Guides; Teaching Methods

A variety of activities are presented that are designed to stimulate conversation and communication among students in classes in English for speakers of other languages (ESOL). The first part of the report discusses the nature of communicative activity and of classroom conversation. The role of the teacher is seen as making the activity as truly communicative as possible, structuring activities so students use the information exchanged and are held accountable for their English usage, guiding without dominating, creating an atmosphere supporting self-expression, making students aware of the characteristics of authentic conversational English, and refraining from grammar correction during a communicative activity. The second part describes nine activity types that suggest communication but are not truly communicative: listening cloze; identification of appropriate conversational utterances from a list; dyadic information exchange; use of pictures or realia; elicitation of expected responses; oral reports that lead to classroom conversation; activities to develop conversational strategies; improvisation; and completion of plans, maps, or diagrams. In the third section, activities that resemble authentic communication are defined and described, including: free questions and answers; role-playing and socio-drama; class discussion; and other group activities such as problem-solving and task-oriented exercises. (MSE)

ED 409 732 FL 024 672

Cheah, Yin Mee
An Overview of Language and Literacy Issues in Singapore.
PUB DATE- May 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

English-as-a-Second-Language (ESL) program for limited-English-proficient employees of the poultry industry. The program, undertaken at James Madison University (Virginia), was funded initially in 1991 by the federal government and has continued with funding from two poultry companies. In five years, it has served 267 workers. Curriculum focuses on job-specific workplace communication needs of this group, based on data gathered from supervisors, human resource managers, and employees. Different assessment and teaching materials were developed for the two companies' work situations and job requirements. Assessment tools and curriculum units were organized into these levels: basic (no English); two intermediate levels (limited English); and transitional (functional). The last level led to training for the General Educational Development Tests. Unit topics include general conversation, calendars, personal information, tools and machines, polite behavior, poultry-related vocabulary, information-seeking, problem solving, seeking clarification, work-related clothing, safety, giving and getting directions, completing forms, and at the transitional level, additional reading skills and basic math. The program continues at both companies. Assessment and learning plan forms and some instructional materials are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 409 751   HE 030 214

Kent, Rollin; de Vries, Wietse
Continuity or New Directions in Mexican Higher Education?
PUB DATE- Apr 97
NOTE- 10p.; Paper prepared for International Congress of the Latin American Studies Association (20th, Guadalajara, Mexico, April 17-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; Educational Assessment; *Educational Change; Educational Environment; Educational Equity (Finance); *Educational Finance; *Educational Trends; Evaluation Problems; Evaluation Utilization; Foreign Countries; Governance; Government Role; *Government School Relationship; *Higher Education; Politics of Education; Public Policy; Trend Analysis
IDENTIFIERS- *Mexico; *Reform Efforts

This paper examines recent reforms in Mexican higher education identifying positive changes and continuing problems. An overview of the reforms of the 1990s shows shifts in two significant areas. First, funding has increased overall, but priorities have shifted, with funds for higher education and research increasing at a lesser rate than those for basic education. Funding rules also changed, with funds now generally targeted to specific programs rather than for general operational purposes. Second, evaluation, a concept alien to Mexican higher education, has been introduced. The paper's assessment of these reforms notes that some changes have occurred such as the increasing influence of the professoriate in evaluation and accreditation procedures, better understanding of the connection between higher education and the economy by the public and policymakers; less suspicion of educational quality and private education; and greater policy continuity underlying the reforms. The paper lists some problems that remain, with three issues considered crucial: (1) translation of desired outcomes into measurement--that is, year, while almost 60 percent indicated that they planned to reenroll at some point in time. The most often cited reasons for leaving BSU were conflict between demands of job and college (47 percent), inability to afford tuition and fees (35 percent), wanting a break from college studies (40 percent), class scheduling problems (37 percent), and unexpected expenses (32 percent). An appendix includes a copy of the student survey. (MDM)

ED 409 771 HE 030 280

Witthuhn, Burton O.; And Others
So You Want To Go to College? 50 Questions To Ponder.
PUB DATE- 97
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Choice; College Admission; *College Applicants; *College Bound Students; *College Choice; *College Preparation; Course Selection (Students); Decision Making; Educational Benefits; Educational Counseling; Goal Orientation; High Schools; Higher Education; Long Range Planning; Paying for College; Relevance (Education); *Student Educational Objectives; Student Financial Aid; Student Interests; Student Placement

This book, in a question-and-answer format, poses and discusses 50 questions that high school students who intend to go to college and their parents might ask about preparing for college. Its aim is to help students clarify their goals in applying to college and develop strategies for a college-entry plan. Students are encouraged first to ask what they want to do with their lives and to understand how college fits in with these plans. Then the book explains how to get information about various colleges and universities; provides tips on college visitation; discusses entry exams, advanced placement, paying for college, financial aid, grants, loans, scholarships, and holding a job while in college; considers advantages of extracurricular activities, how long it is going to take to earn a degree, what constitutes a full course load, the importance of homework and good grades; defines the function of counselors and advisors, and the difference between major and minor fields of study; touches on enrollment in summer courses and independent study; and examines the advantages and disadvantages of living on campus. Topics are illustrated with appropriate quotations, checklists, and diagrams. (CH)

ED 409 772 HE 030 281

Kelleher, Ann
Learning from Success: Campus Case Studies in International Program Development. Worcester Polytechnic Institute, Studies in Science, Technology and Culture. Volume 15.
PUB DATE- 96
NOTE- 445p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Area Studies; Case Studies; *Curriculum Development; Curriculum Research; Educational Strategies; Faculty Development; Foreign Countries; *Global Education; Higher

IDENTIFIERS- *Canada

This directory describes international cooperation programs at 66 Canadian colleges and universities. Listed alphabetically, each institution briefly summarizes its international initiatives, provides information on the history and administrative structure of the international activities, includes a list of programs, and provides contact information. Profiles of institutions are written in the institution's language of instruction. Institutions included are: University of Alberta, Athabasca University, Bishop's University, Brandon University, University of British Columbia, Brock University, University of Calgary, University College of Cape Breton, Carleton University, Concordia University, Dalhousie University, University of Guelph, Ecole des Hautes Etudes Commerciales, Lakehead University, Laurentian University, Universite Laval, University of Lethbridge, University of Manitoba, McGill University, McMaster University, Memorial University of Newfoundland, Universite de Moncton, Universite de Montreal, Mount Allison University, Mount Saint Vincent University, University of New Brunswick, University of Northern British Columbia, Nova Scotia Agricultural College, Ontario Institute for Studies in Education, Universite d'Ottawa, Ecole Polytechnique de Montreal, University of Prince Edward Island, Universite du Quebec, Universite du Quebec a Chicoutimi, Universite du Quebec a Hull, Universite du Quebec a Montreal, University du Quebec at Rimouski, Universite de Quebec a Trois-Rivieres, University du Quebec-Ecole de Technologie Superieure, Universite du Quebec-Teleuniversite, Institut National de la Recherche Scientifique, Ecole Nationale d'Administration Publique, Queen's University at Kingston, University of Regina, Royal Military College of Canada, Ryerson Polytechnic University, Universite Sainte Anne, College Universitaire de Saint Boniface, St. Francis Xavier University, Saint Mary's University, St. Thomas University, Saskatchewan Indian Federated College, University of Saskatchewan, Universite de Sherbrooke, Simon Fraser University, Technical University of Nova Scotia, University of Toronto, Trent University, Trinity Western University, University of Victoria, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, University of Winnipeg, and York University. (CH)

ED 409 790 HE 030 300

Adelman, Clifford
Leading, Concurrent, or Lagging? The Knowledge Content of Computer Science in Higher Education and the Labor Market.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- May 97
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *Career Education; Cognitive Processes; Competency Based Education; Computer Literacy; *Computer Science Education; Core Curriculum; Curriculum Evaluation; *Education Work Relationship; Employment Opportunities; Employment Patterns; Graduate Study; Higher Education; Information Science Education; Instructional Effectiveness; *Labor Market; Labor Needs; Outcome Based Education; *Outcomes of Education; Program Effectiveness; *Relevance (Education); Undergraduate Study; Vocational Followup

reflections of fundamental changes in the structure of the teaching-learning process. The report finds an increased interrelationship between higher education and the political arena, restructuring of state governing bodies, and increased state legislative mandates and accountability requirements. The report notes the greatest increase in state financial support for higher education since 1990 with 15 states appropriating more than $1 billion to their education systems in 1996-97. Tables cover changes in appropriations for all states over the past 10 years, regional variations, and revenue variations showing the states with high and low revenue capacity and lawmaker willingness to appropriate higher education funds. National tables and comparative measures show actual figures over 4 years, rankings on total state tax effort, a summary of local tax fund appropriations in 26 states, and system tables for multi-campus universities and consolidated systems. A final section gives state-by-state tables of Fiscal Year 97 appropriations for operating expenses for each institution in a state system. (Contains 32 references.) (BF)

ED 409 809 HE 030 341

Self-Evaluation Guide for Institutional Participation in Title IV and Other Federal Programs. Thirteenth Edition.
PUB DATE- May 97
NOTE- 298p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Utilization; *Federal Aid; Federal legislation; Higher Education; Institutional Administration; Program Design; Program Effectiveness; *Program Evaluation; *Self Evaluation (Groups); *State Aid; Student Financial Aid; *Student Financial Aid Officers; *Student Loan Programs; Work Study Programs
IDENTIFIERS- Bureau of Indian Affairs; Direct Lending; Exceptional Financial Need Scholarship; Family Education Loan Program; Health Education Assistance Loan Program; *Higher Education Act Title IV; Loans for Disadvantaged Students; Nursing Student Loan Program; Pell Grant Program; Perkins Loan Program; Primary Care Loans; Scholarships for Disadvantaged Students; Supplemental Educational Opportunity Grants

This guide is intended as a self-evaluation questionnaire for those institutions conducting internal reviews of financial aid programs and of their compliance with federal regulations. It addresses recommended good administrative practices with a view to minimizing incidents of misrepresentation and providing a clear audit trail. Title IV programs and campus-based programs are covered in separate sections. New requirements are flagged. Questionnaire items typically include a regulatory reference, the question, identification of the responsible office, and a yes/no response. Part 1 addresses general topics. Part 2 covers administration of the following specific federal programs: Pell and Supplemental Educational Opportunity grants; the Ford Direct, Perkins, Health Professions Student, Nursing Student, Primary Care, and Health Education Assistance loan programs; the Work Study, and Family Education Programs; Loans for Disadvantaged Students; Scholarships for Disadvantaged Students and for Students of Exceptional Financial Need; and Financial Assistance for Disadvantaged Health Professions Students; and Bureau of Indian Affairs programs. Part 3 covers the

Students; High Schools; Higher Education; Job Skills; Noncollege Bound Students; Outcomes of Education; Paying for College; *Relevance (Education); Role of Education; Secondary Education; Secondary School Curriculum; Socioeconomic Influences; Student Costs; Student Educational Objectives; Surveys; Tuition
IDENTIFIERS- *Alberta; Canada

This study of Alberta (Canada) grade 12 students examines educational achievements, further education plans, perceptions of the relevance of high school education, career goals, work experiences, and acquisition of work-related skills, concluding that: (1) there is a complex linkage between secondary and post-secondary education and between education and employment; (2) demographic and socioeconomic characteristics have a major impact on educational attainment and plans; (3) female students have higher achievement levels than male students; (4) attitude is a key factor in goal attainment; (5) costs are perceived as a barrier to educational goals; (6) students acquire a variety of job skills through high school courses, work experience programs, paid jobs, and volunteer work; and (7) students undervalue the job relevance of core academic skills. Report data tables and analyses are organized under the following headings: research methodology; socio-demographic and personal characteristics; educational status, achievement, preferences, and plans; evaluating high school education; work experience and plans; acquisition of employability skills in school and work. A copy of the 1996 Alberta High School Graduate Questionnaire is appended. (CH)

ED 409 828 HE 030 369

Johnson, David, W.; And Others
Academic Controversy. Enriching College Instruction through Intellectual Conflict. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.; For the full report, see HE 030 370.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; Colleges; Conflict Resolution; *Controversial Issues (Course Content); Course Content; Creative Development; *Critical Thinking; *Debate; Debate Format; Educational Strategies; Higher Education; Instructional Innovation; Instructional Materials; *Intellectual Development; Persuasive Discourse; Teacher Role; Teaching Methods; Universities; Verbal Communication
IDENTIFIERS- Academic Discourse; Constructive Controversy; ERIC Digests

This digest summarizes a larger document of the same title which takes the position that because American democracy is founded on the premise that citizens need to engage in free and open discussion of opposing points of view, it is important that intellectual conflict become part of college instruction. It suggests several ways in which structured academic controversy and intellectual conflict can be used to enrich classroom instruction at colleges and universities. Five steps are proposed as a way to create an academic experience that will result in increased achievement and retention, better problem-solving and decision-making skills, positive interpersonal relationships, and greater social competence and self-esteem.

DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; *Distance Education; Educational Technology; Graduate Students; Higher Education; *Information Networks; Online Systems; Student Attitudes; Student Evaluation; *Use Studies
IDENTIFIERS- Listserv Discussion Groups; *Listservs

As interest in distance education increases, many university instructors are experimenting with listserv discussion within their courses. Six educational technology professors at four universities initiated a listserv discussion group within their various classes for 52 graduate students. Discussion topics were four general themes within educational technology and distance education: regulatory issues, instructional design, sociopolitical issues, and technologies. Student participation was required and graded. Instructors provided guidelines for participation. This paper provides student analysis of listserv activity, reaction to the discussion list, and content of the discussion. Students evaluated content, form, style, and tone of the list traffic, looking for patterns of communication. Student analysis included: factors influencing message frequency; problems with listserv message content; problems with message identification and referencing to related messages; and recommendations for future listserv use and analysis. (SWC)

ED 409 846 IR 018 435

Knupfer, Nancy Nelson; And Others
Visual Aesthetics and Functionality of Web Pages: Where is the Design?
PUB DATE- 97
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetics; Computer Graphics; *Content Analysis; *Design Preferences; Evaluation Criteria; Guides; *Information Dissemination; Information Sources; Instructional Materials; Material Development; Nonprint Media; Printed Materials; Publications; *Screen Design (Computers); Visual Literacy; *World Wide Web
IDENTIFIERS- Digital Imagery; *Web Sites

This study examined the design, aesthetics, and functionality of educational and noneducational Web pages from the perspective of visual literacy. Educational Web pages were subdivided into K-12 and college/university settings, and the non-education categories included commercial, publications and communications, informational and cultural, and personal Web pages. Research also evaluated print and online materials used by professionals and nonprofessionals to create these Web pages. These "how-to" manuals were evaluated for their discussions of: good screen design; the use of graphics and icons as communication; backgrounds; hypertext; linking; and overall understanding of publishing on the World Wide Web. Two evaluation instruments were developed. One contained 21 questions for evaluating online and printed resource materials; a second contained 57 questions that considered both aesthetics and functionality as embedded in the categories of design, graphics, text, and color. Initial data analysis indicated a wide range of quality among all the sites. Evaluation of

PUB DATE- 97
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software Development; Concept Formation; Design Requirements; Designers; Feedback; Inquiry; *Instructional Design; *Material Development; Models; *Theory Practice Relationship
IDENTIFIERS- *Instructional Systems Development; Paradigm Shifts; Product Development; *Rapid Prototyping

Confronting recent design challenges, instructional designers have latched onto adaptive procedural techniques from outside the Instructional Systems Design (ISD) field. This discussion of rapid prototyping (RP) examines the perspectives of: (1) the prototype as the designer"s cognitive tool; (2) the designer as co-inquirer; and (3) the practitioner as producer of knowledge. It brings to the foreground key issues often passed over in the discussion of instructional design models--the importance of knowledge derived in doing and the seldom-examined assumptions underlying a "scientific" approach to design. In RP, designers bring a product into being through the creation of successive prototypes. The intermediate prototypes become an important means of getting feedback as the design and development process become intertwined. Viewing RP as a "tool-for-thought" challenges the design/development hierarchy reflected in traditional instructional design models; the act of conceptualizing is integrated into the act of practice. When development is seen as "concrete knowing" or "bricolage," development can be elevated to the status that design now holds in the traditional view of ISD as "design, then development." The designer, in the act of doing, uses the prototype as a tool of inquiry and the hierarchical relationship between design and development is equalized. When rapid prototyping is viewed primarily as an inquiry tool that may be used collaboratively with nondesigners, the designer's responsibility is to support collaborative investigation. The highly iterative nature of RP involves frequent evaluation and revisiting of the problems addressed and created by the product under development. The mockup or prototype becomes the focal point for the group's critique, idea generation, and idea testing. (Contains 24 references.) (AEF)

ED 409 863 IR 018 452

Ravitz, Jason
An ISD Model for Building Online Communities: Furthering the Dialogue.
PUB DATE- 97
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Constructivism

DESCRIPTORS- Advisory Committees; Change Strategies; *Citizenship Education; Economic Development; Educational Change; Educational Improvement; Educational Needs; Educational Policy; Foreign Countries; *International Cooperation; Job Training; Position Papers; Postsecondary Education; Public Policy; Role of Education; *Social Change; *Vocational Education; Youth Programs

IDENTIFIERS- *European Union

If Europe is to remain at the driving edge, economic and political progress must be complemented by offering a "European vision" to Europe's young people. All young Europeans must be guaranteed access to education and training culminating in acquisition of a foundation of recognized basic knowledge and skills and access to guidance and counseling at critical moments of transition. Maintaining Europe's social cohesion hinges on the following actions being taken at the European Union level: affirm the need for intercultural schools to transmit the common values on which European civilization is founded and help devise and disseminate ways of enabling Europe's young people to play a fuller role as European citizens; set as a goal the acquisition of a foundation of essential basic knowledge at the end of compulsory education for all young Europeans; promote the definition and acquisition of new occupational profiles in which new information technologies play a major part; anchor in some legal foundation a general European aim that serves as a guide for the different member states' education and training systems; and secure the financial means to make Europe's educational standards among the best in the world. (Contains 26 figures) (MN)

ED 409 424   CE 074 253

Eggleston, John; And Others

Re-education for Employment. Programmes for Unemployed Black Adults.

PUB DATE- 92

NOTE- 164p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Books (010),Reports - Research/Technical (143)

DESCRIPTORS- *Blacks; Case Studies; Curriculum Development; *Employment Potential; Foreign Countries; *Group Experience; Job Skills; *Job Training; Needs Assessment; Program Development; Program Evaluation; Self Determination; *Self Help Programs; Self Management; Student Evaluation; *Unemployment; Voluntary Agencies

IDENTIFIERS- Great Britain

This report of the work of self-help groups of unemployed black adults in Britain shows how effectively these groups are able to generate employment opportunities for their members and offers recommendations for the further development of such initiatives. Chapter 1 describes setting up the research project to provide information on the efforts being made by black voluntary groups to respond to the training and educational needs of black unemployed people. Chapter 2 addresses the research strategies, including a curriculum development model composed of four interrelated processes: values and needs analysis, design, implementation, and evaluation and monitoring. Chapter 3 covers selection of schemes for detailed inquiry that used the five main objectives and conceptual framework of Watts and Knasel (1985): employability, coping, context, leisure, and opportunity creation. It describes visits to schemes during which information was collected on clients, funding, management and videotape and audiotape that introduce learning styles concepts for adult learners and provide them with tools to begin to recognize their own behavior and to make the most of their personal style strengths. The teacher's guide provides background information on learning styles and the Myers Briggs Type Indicator, model lesson plans, follow-up activity ideas, and a bibliography describing six resources. The student guide includes an instrument for identifying learning styles, profiles of the styles, and strategies for using one's style in work, school, and relationships, with suggested follow-up activities. (KC)

ED 409 440 CE 074 367

Strebler, Marie; And Others
Getting the Best Out of Your Competencies.
PUB DATE- 97
NOTE- 151p.; Study supported by the IES Co-operative Research Programme.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competence; Employee Attitudes; Employer Attitudes; Evaluation Methods; Foreign Countries; *Job Skills; Occupational Information; Performance; *Performance Based Assessment; Performance Factors; *Personnel Evaluation
IDENTIFIERS- *Great Britain

A study explored practical issues in the use of competencies in performance review and in assessment and measurement of competencies by eight leading British employers at different stages in their use of competencies. The practices of 5 organizations using competencies for performance review of their managers were evaluated through feedback from 184 employees. Respondents were satisfied that competencies would help them develop required skills but not that they reflected their technical and professional skills. Satisfaction with the use of competencies was determined by the extent to which respondents believed they would enhance their career prospects. Most agreed that the assessment process relied too heavily on managers' judgments. Respondents were confident they could assess and develop their own competencies. When the outcome of the performance review resulted in recommended training and development for the current job, it had a negative impact. When it resulted in a pay increase, it had a positive impact. Introducing competencies without a clear business purpose raised staff suspicion. The perceived job fit and relevance of competency frameworks influenced satisfaction. Two simple interventions that employers can introduce to add the most value to their practices were using competencies to define job requirements and training staff in the use of competencies. (Appendixes contain 29 references, an annotated bibliography with 49 items, and data tables.) (YLB)

ED 409 441 CE 074 369

Lee, Lung-Sheng
A Comparison of Occupational Programs in Comprehensive High Schools in the U.S.A., Japan and Taiwan.
PUB DATE- Aug 97
NOTE- 7p.; Paper presented at the International Vocational Education and Training Association Conference (Helsinki, Finland, August 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Demonstration Programs; *Employment Opportunities; Employment Problems; *Entry Workers; *Equal Opportunities (Jobs); *Inner City; *Job Development; *Suburbs; Transportation

Research has shown that three main barriers impede the ability of inner-city, low-income job seekers to find employment in the suburbs: an administrative or information barrier, a physical barrier, and a social barrier. The Bridges to Work demonstration program was designed to test the idea that improved access to suburban jobs can significantly improve outcomes for low-income urban workers and their neighborhoods. The elements of the Bridges to Work model are designed to address each of the three barriers described. Bridges elements include the following: (1) a placement mechanism across the metropolitan area to connect residents of inner-city neighborhoods to suburban job openings; (2) a targeted commute to allow residents to reach those suburban destinations; and (3) limited support services aimed at mitigating problems created or exacerbated by the daily commute to distant and unfamiliar job locations. Following 2 years of planning, 5 sites--in Baltimore, Chicago, Denver, Milwaukee, and St. Louis--began 4 years of project operations in late 1996. The sites are designed to answer questions about the strategy, policy, concerns and funding shifts. At present, the five sites are grappling with immediate concerns: (1) administrative barriers among the agencies and jurisdictions involved; (2) physical barriers involving transportation providers; and (3) social barriers, including racism and lack of supportive services. (KC)

ED 409 459 CE 074 417

O'Neill, Dave M.; O'Neill, June Ellenoff
Lessons for Welfare Reform: An Analysis of the AFDC Caseload and Past Welfare-to-Work Programs.
SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- 97
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Births to Single Women; *Employment Programs; Fatherless Family; Federal Legislation; Federal Programs; History; Job Skills; *Job Training; *Participant Characteristics; Program Effectiveness; *Unwed Mothers; *Welfare Recipients; Work Attitudes; Young Adults
IDENTIFIERS- *Aid to Families with Dependent Children; Job Opportunities and Basic Skills Program; *Welfare to Work Programs

This book presents research results relating to historical trends in the AFDC (Aid to Families with Dependent Children) caseload, the personal characteristics and patterns of welfare participation in a nationally representative sample of young women followed over a 13-year period, and an evaluative survey of the effectiveness of past education, training, and workfare programs in reducing the AFDC caseload. Conclusions include the following: (1) welfare caseloads are responsive to changes in the level of benefits provided by the welfare system; (2) about half of welfare recipients have been on welfare for more than 5 benefits of action learning programs, action learning versus traditional learning, ways of introducing action learning into organizations); mentoring (benefits to mentors and proteges, potential problems, implementation of mentoring programs); self-development (reasons and strategies for encouraging management self-, personal, and career development); counseling and coaching (benefits and problems, development of informal networks); and developing training skills in managers (types of training, trainer roles, course design, training methods, visual aids). The book contains 114 references and 21 figures. (MN)

ED 409 477 CE 074 463

Alef, Edward R.; Berg, Daniel
The Learning Factory.
PUB DATE- 96
NOTE- 103p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Business Administration; *Continuing Education; Educational Improvement; Educational Planning; Educational Strategies; Learning Strategies; Long Range Planning; Management Systems; Manufacturing; Nontraditional Education; Politics of Education; Postsecondary Education; *School Administration; *School Business Relationship; *Strategic Planning

This book looks at the administration of an academic institution as a learning factory which needs to be run like a business, competing with other businesses offering the same service. The book begins with a discussion of the concepts of the continuing education learning market, the playing fields and rules of the games, as well as the idea of adding value to the student in the education process. It then compares courses and education processes to product development and manufacturing processes. Discussed next are quality management applications in educational institutions. The book ends with an introduction of the concepts of strategic planning, with the Porter Model used for illustration. The book contains 37 figures and tables and an executive summary in the last chapter. (KC)

ED 409 478 CE 074 466

Ares, Nancy; Gorrell, Jeffrey
Mediated Learning Interactions in Adult Basic Education: Instructors' Responses to Learners' Needs.
PUB DATE- Nov 96
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; Educational Research; Inservice Teacher Education; Interaction; Learning Processes; *Mediation Theory; *Student Needs; Teacher Attitudes; Teacher Response; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- Feuerstein (Reuven); *Mediated Learning Experience

A study investigated instructors' responses to learners' needs from the perspective of Feuerstein's Mediated Learning Experience (MLE) theory. Participants were 53 adult educators

Barletta, John
The Professional Status and Identity of School Counselling in Queensland: Or, Are We a Profession Yet?
PUB DATE- Sep 96
NOTE- 9p.; Paper presented at the Annual Meeting of the Queensland Guidance and Counselling Association (9th, Brisbane, Queensland, Australia, September, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Attitudes; Counselor Role; Elementary Secondary Education; Foreign Countries; *Professional Development; *Professional Occupations; Professional Personnel; Professional Recognition; *School Counseling; *School Counselors; Standards; Status; Teacher Attitudes
IDENTIFIERS- *Australia (Queensland)

School counselors refer to themselves as professionals who provide services to clients. Nonetheless, a critical examination of perceptions and roles is necessary before this assertion can be accepted. The purpose of this study is twofold: (1) to examine the extent to which school counseling in Queensland, Australia is considered a profession, and (2) to examine the role and function of school counselors. Two surveys provided the data for analysis. The Counseling as a Profession Survey was completed by 268 school counselors and educators. Findings demonstrate that consensus exists on the professional status of school counselors. Respondents strongly supported the notion that school counselors have extensive training and qualifications; possess specialized knowledge and skills; perform work that is complex and sensitive; deal with sensitive legal and ethical issues; have prior association with teaching or psychology disciplines; and serve a function that is unique in the education system. These themes support the professional status of school counseling in society, as they relate to criteria indicative of a profession. The results of counselor responses to the Professional Identity Survey clearly reflect the broad, complex, multifacted role of school counselors which also indicates their particular professional identity. (LSR)

ED 409 497 CG 027 394

Burnett, Paul C.
Self-Esteem Enhancement in Upper Primary School Children.
PUB DATE- Sep 96
NOTE- 9p.; Paper presented at the Annual Meeting of the Queensland Guidance and Counselling Association (9th, Brisbane, Queensland, Australia, September, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; Behavior Modification; Childhood Attitudes; Children; Cognitive Restructuring; Elementary Education; *Elementary School Students; Foreign Countries; Preadolescents; *Rational Emotive Therapy; *Self Concept; *Self Concept Measures; *Self Esteem; *Student Attitudes
IDENTIFIERS- Australia (Queensland)

Self-esteem has been defined as the "totality of the individual's thoughts and feelings having reference to himself as an object." Self-concept has been defined as the descriptive and evaluative beliefs that a person holds about multidimensional characteristics of the self. As children progress through

Promotion; *Illegal Drug Use; *Prevention
IDENTIFIERS- *Addictive Behavior

Illegal drugs pose a significant threat to young people. Ways in which children between the ages of 8 and 13 can be warned about the dangers of drug use is presented in this book. It is a health education text containing precise information presented in a simple way. The book's fictional characters are vividly portrayed through colorful pictures and straightforward dialogue. The text's message encourages the child to avoid taking drugs by pointing out the dangers accompanying drug use, but its main purpose is to help children avoid all kinds of addiction. The text uses a fictional character, a young Arab student, who is enticed into using drugs. The story follows him as he imagines becoming addicted, and as he wrestles with tough decisions and difficult situations. Explicit information on how drugs affect the brain, the danger of addiction, the consequences of drug use, and other issues surrounding addiction are discussed. Family and peer influences are explored and positive ways in which children can focus their energies are presented. The text features vibrant pictures which emphasize the sensations and dangers of drug use. All text, including title and prefactory material, is provided in three languages: Arabic, French, and English. (RJM)

ED 409 516 CG 027 858

Walling, Donovan R., Ed.
Open Lives, Safe Schools: Addressing Gay and Lesbian Issues in Education.
PUB DATE- 96
NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Bias; Children; Curriculum Development; *Educational Environment; Elementary Secondary Education; Higher Education; *Homophobia; *Homosexuality; Lesbianism; *School Administration
IDENTIFIERS- Homosexual Literature; Homosexual Parents; Homosexual Teachers; *Sexual Orientation

In all but a handful of states, it is legal to discriminate against individuals on the basis of sexual orientation. Ways in which homophobia and anti-gay sentiments affect education in the United States are addressed in this collection of essays. They are written for educators and others concerned about schooling, from kindergarten through graduate school. The central premise of the text is that everyone benefits when students, parents, educators, and others are allowed to live openly in terms of sexual orientation. The essays address a number of gay and lesbian issues, from the coming-out processes of students and adults, to gay-positive/gay-visible curricula, to parenting and family concerns. The essays are grouped into five sections. Part one examines professional issues and includes personal viewpoints. Part two looks at curricular issues such as self censorship and bringing gay and lesbian literature out of the closet. Part three focuses on youth, parents, and families and explores popular views of coming out, as well as the subsequent challenges for educators. Part four profiles responses to gays and lesbians and lists outreach programs for gay and lesbian youth. In part five, numerous student questionnaires. Analysis of probable cause data revealed that reading achievement could be affected by curricular and structural changes in the elementary school, inadequate teacher training and support, and demographic changes. The problem may be compounded by a lack of early reading intervention, a poor attitude toward reading, a lack of parental involvement, a poor school environment, and low self-esteem. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of the Paired Reading Program using parental involvement with daily oral reading and an incentive program. Post intervention data indicated an increase in students' reading comprehension scores, a decrease in their vocabulary scores, and in increase in the participants' speed and accuracy reading scores. (Contains 33 references and 11 figures of data; appendixes contain tests and survey instruments, an overview of the Paired Reading Technique, a participant/parent contract, a weekly reading log, and checklists.) (Author/RS)

ED 409 537 CS 012 862

Molina, Victoria; And Others
Improving Student Listening Skills through the Use of Teaching Strategies.
PUB DATE- May 97
NOTE- 86p.; M.A. Action Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Classroom Techniques; Grade 4; Grade 5; Grade 8; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Listening Habits; *Listening Skills; *Student Behavior; Teaching Methods
IDENTIFIERS- Illinois (Cook County); Listening Research

An action research report described a program for enhancing students' ability to focus on instructional processes and oral directions. The targeted population was comprised of 4th-, 5th-, and 8th-grade students from 3 different metropolitan schools in southwest Cook County, Illinois. The problem of off-task behavior, including distractible behavior, lack of eye contact, inattentive body language, and talking out of turn was documented through the use of teacher checklists and anecdotal journals. Analysis of probable cause data revealed that the influx of visual/print media affects the development of poor listening habits and reduces the opportunities for productive listening experiences. Lack of instructional materials for teaching listening skills as well as lack of teacher training regarding listening strategies were cited as causes for the problem. A review of solution strategies suggested by researchers combined with an analysis of the problem setting, resulted in five major areas of intervention: teacher modeling of appropriate listening strategies, direct instruction and guided practice in listening skills, metacognitive reflections, integration of listening skills in the content area, and simplification of oral directions. Results indicated that teaching listening lessons had a positive effect on overall student academic success in the classroom. Of the 5 listening skills, setting a purpose for listening was the most effective for improving overall listening skills. Researchers felt that listening lessons enhanced students' learning and promoted active participation. (Contains 22 references, and 4 tables and 6 figures of data; appendixes offer logs and checklists, data,

ED 409 556 CS 012 885

Bierschenk, Bernhard
The Angle of Articulation in Textual Movement. Cognitive Science Research No. 60.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classification; Cognitive Psychology; Foreign Countries; Higher Education; Models; *Semantics; *Syntax; *Text Structure
IDENTIFIERS- Cognitive Research; Text Factors; Verbal Flow

Natural systems are self-organizing and stratify according to the angular articulation of their movements. In particular, movement is relative to the levels that define its behavior space. As natural phenomenon, text production is self-referential, In generating information, the intention of the producer of a text becomes specified. Specifying of intention is dependent on phase and phase transitions. In agreement with realized phase values, spanning over 360 degrees, co-ordination and cooperation among parts is of significance. Joints and links are channelling textual elements. A mapping procedure is locating the discontinuities by keeping track of changes, flows, and rhythms. This is a more elastic and fluid strategy, compared to former approaches. The discontinuities are used in the description of states and state changes across the kinetic and kinematic levels of verbal flow fields. It is shown that novel properties have emerged along the adiabatic paths of the investigated text. This means that attractors of points and attractors of states have manifested informational structures that are more elaborated than the previous studies could show. Contains 15 references and 10 figures of data; an appendix contains a table of data. (Author/RS)

ED 409 557 CS 012 905

Lewis, Warren
Whole Language and Adult Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Andragogy; Classroom Techniques; Elementary Secondary Education; Student Development; *Whole Language Approach
IDENTIFIERS- Discourse Communities; Educational Issues; ERIC Digests; *Learning Environments; *Theoretical Orientation

This digest argues that whole language theorists and adult education theorists have much in common, much to say to one another, and much to learn from one another. The digest first defines and discusses "whole language," then defines and discusses "andragogy," (the learning of adults) and finally asks educators to recognize that the "two universes of discourses" are one so that the net result is that education becomes transformative. Contains 12 references. (NKA)

ED 409 558 CS 215 826

who freely come to composition as their disciplinary home, rather than some temporary shelter propped in place by the contingencies of marketplace conditions. (CR)

ED 409 575 CS 215 920

Ozmun, David
Scholarly but Relevant: A Comparison of Topic Frequency between "Journalism Quarterly," "Journal of Broadcasting & Electronic Media," and RTNDA "Communicator."
PUB DATE- Apr 97
NOTE- 22p.; Paper presented at the Annual Convention of the Broadcast Education Association (42nd, Las Vegas, NV, April 4-7, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Journalism; Content Analysis; Correlation; Higher Education; *Journalism Research; *Research Utilization; *Scholarly Journals; Theory Practice Relationship
IDENTIFIERS- Practitioners; Research Replication

A study compared the topics addressed in a professional trade publication, the RTNDA (Radio and Television News Directors Association) "Communicator," with topics specifically addressing broadcast news in the scholarly journals "Journalism Quarterly" and "Journal of Broadcasting and Electronic Media." The purpose of the research was to help ascertain whether television and radio news directors will find the research and issues of academic journal researchers useful and relevant to their journalism responsibilities. Findings are based on a content analysis of the publications from 1992-1994, and are a partial replication of an earlier study that compared the content of "Quill," "Editor and Publisher," and "Columbia Journalism Review" with "Journalism Quarterly." As in the earlier study, through the use of correlation measurements of ranking association, the data suggest that the most frequent topics addressed in "Communicator" are also important to the scholarly journals. An even stronger correlation was discovered when a second ranking--without the category "theory and research methods"--was also tested. Despite evidence that broadcast news managers do not read nor value the published efforts of researchers, these findings suggest that studies involving the quality of journalism, ethics and professional values, competition with other media, and work environment issues, may find a receptive audience when the style of an article is revised and edited for interest to the practitioner in addition to the scholar. (Contains 27 references, 7 notes, and 2 tables of data.) (Author/RS)

ED 409 576 CS 215 923

Pirie, Bruce
Reshaping High School English.
PUB DATE- 97
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; *English Curriculum; *English Instruction; High School Students; High Schools; Instructional Effectiveness; Language Arts; *Literary Criticism; Reader Response; *Reading Processes; *Secondary

partnerships. Service-learning is a powerful teaching tool that can be used to link education to real community problems and to allow for active student participation and reflection in both the school and community. (Contains seven references.) (Author/CR)

ED 409 594 CS 509 551

Reppert, James E.
Producing University Television News Reports for a Network Affiliate.
PUB DATE- Feb 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Texas Association of Broadcast Educators (Dallas, TX, February 28-29, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Journalism; Higher Education; *News Reporting; *Production Techniques; Scripts; Student Participation; Student Projects; *Television; Television Curriculum
IDENTIFIERS- Media Writing; *News Stories; Southern Arkansas University; Television Networks; *Television News; Video Tape Production

This paper discusses a class project in which a broadcast education professor's students at Southern Arkansas University produced campus news stories for the local NBC affiliate--the affiliate ran the stories once a week on their newscasts. The paper begins with a short explanation of course requirements for Advanced Electronic News Gathering and how news stories are selected and reported. The paper continues with an edited videotape consisting of news stories recently produced and aired, followed by scripts of productions. Some of the scripts reproduced in the paper contain news stories about homecoming, non-traditional students, residence hall life, the business school, the political affairs club, and agriculture students and cattle ranching. The paper notes that in the course special attention is paid to video editing by phrase or complete sentence; writing in a conversational style; logical sequencing of shots; making sound bites meaningful; ensuring that "stand-ups" further story progression; utilizing natural sound where appropriate; and shooting footage whose composition and movement do not call attention to themselves. (NKA)

ED 409 595 CS 509 554

Lambkin, David J.
Burke and Academia: Revenge of the Specialists.
PUB DATE- Apr 97
NOTE- 20p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Savannah, GA, April 2-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; Higher Education; Intellectual History; Interdisciplinary Approach; *Language Role; *Literary Criticism; *Scholarship; Speech Communication
IDENTIFIERS- *Academic Community; *Burke (Kenneth); Metatheory; Theoretical Orientation

ED 409 615 EA 028 470

Public Expectations of the Final Stage of Compulsory Education. Indicators of Education Systems = Le Dernier Cycle de L'Enseignement Obligatoire: Quelle Attente? Indicateurs des Systems D'Enseignement.
PUB DATE- 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compulsory Education; Educational Policy; Elementary Secondary Education; Foreign Countries; *International Cooperation; *International Education; International Educational Exchange; *Measurement Techniques; Public Opinion; *School Attitudes; Surveys
IDENTIFIERS- Organisation for Economic Cooperation Development

The Organisation for Economic Co-operation and Development (OECD) decided in 1992 to develop four international networks among member countries to pursue the conceptual and methodological work needed to measure new indicators in different domains of education. The international study reported in this volume was made possible thanks to the support received from the United Kingdom, the lead country of Network D, and particularly the Scottish Office. The study report on the expectations and attitudes about education held by the various stakeholder groups in OECD countries. The network conducted a survey of public attitudes toward and expectations of education conducted within 12 OECD countries. The foreword, introduction, and conclusion are translated into French; and each chapter is summarized in French. The report describes the development of the international network and its common concerns, development of the survey and research design, and the policy context of various countries. The book begins with an introduction (McGlynn) and the opening chapter (MacBeath, McGlynn) charts the phases of development in the life of the network and discusses the lessons learned about international cooperation. Chapter 2 (MacBeath) describes the common concerns that were shared by OECD countries. The third chapter (Michel, MacBeath) presents a rationale for developing attitude indicators, and the fourth chapter (Salganik, King) describes major issues in education and training policy for the 1990s. Chapter 5 (Bosker, Thomas) explains the study design, and chapter 6 (Calvert, Mac Beath) presents key findings of the survey. The final chapter (MacBeath, Calvert) examines issues in interpreting the findings, which are complicated by different cultural and linguistic contexts. The conclusion (McGlynn) discusses how this report illuminates the way in which an international survey proceeds through various phases characterized as: conceptual; political; technical; and developmental. Twenty tables and 22 figures are included. Appendices contain a description of the attitudinal indicators and a copy of the questionnaire. (Contains 30 references.) (LMI)

ED 409 616 EA 028 471

Prepared for Life? Indicators of Education Systems = Prets pour L'Avenir? Indicateurs des Systemes D'Enseignement.
PUB DATE- 97
NOTE- 190p.
LANGUAGE- English; French
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143),Reports -

ED 409 634 EA 028 489

Fowler, William J., Jr., Ed.
Developments in School Finance, 1996. Fiscal Proceedings from the Annual NCES State Data Conference, July 1996.
PUB DATE- Jul 97
NOTE- 194p.; For the 1995 proceedings, see ED 397 527.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Standards; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equal Education; Expenditure Per Student; Expenditures; Finance Reform; *Productivity; *Resource Allocation; *School District Spending

Analysts of public school-district funding have recently begun to examine the allocation of resources to schools, the equity and effectiveness of school-based funding, and the productivity of the national public education system. Each of these factors may influence the educational resources that a child receives. This document contains papers by presenters at the annual National Center for Education Statistics (NCES) State Data Conference, which dealt with the perplexing persistence of financial inequity. The papers include the following: (1) "Introduction and Overview" (William J. Fowler, Jr.); (2) "Expenditures in Public School Districts: Estimates of Disparities and Analysis of Their Causes" (Wayne Riddle and Liane White); (3) "Teacher Resource Use Within New York State Secondary Schools" (David H. Monk, Brian O. Brent, and Christopher F. Roelke); (4) "Race, Poverty, and the Student Curriculum, 1975-95: Implications for Public Policy" (Nicola A. Alexander); (5) "Court-Ordered School Finance Equalization: Judicial Activism and Democratic Opposition" (Douglas S. Reed); (6) "Principles and Practices in Resource Allocation to Schools under Conditions of Radical Decentralization" (Brian J. Caldwell); (7) "Building Equity and Effectiveness into School-Based Funding Models: An Australian Case Study" (Peter W. Hill); (8) "Alternative Options for Deflating Education Expenditures Over Time" (Richard Rothstein and Lawrence Mishel); (9) "The Productivity Collapse in Schools" (Eric A. Hanushek); and (10) "Evaluating the Effect of Teacher Degree Level on Educational Performance" (Dan D. Goldhaber and Dominic J. Brewer). References accompany the papers. (LMI)

ED 409 635 EA 028 491

Schwartz, Rod, Ed.
Meeting the Information Needs of Education Policymakers. Perspectives on Education Policy Research.
PUB DATE- Aug 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Educational Change; Educational Finance; *Educational Improvement; Educational Policy; Elementary Secondary Education; Governance; *Information Dissemination; *Information Needs; Instructional Improvement; *Policy Formation; School Community Relationship

The National Institute on Educational Governance, Finance, Policymaking, and Management (part of the Office of Educational Research and Improvement) helps state and local policymakers and educators use knowledge from research to govern, fund, lead, and manage elementary and secondary schools. This five standards evaluated by the audit--the control, objectives, connectivity and equity, assessment, and productivity standards. Each chapter includes information about the questions that the audit seeks to answer, gives theoretical background needed to elicit facts, provides forms that can be directly copied and used in the audit report, gives sample findings from recently completed audits, and lists the data sources predominantly used. The 10th chapter details the process of transforming the facts gathered for each standard into findings and recommendations. Chapter 11 examines the organization of an audit and addresses the options of using an external team or an internal staff person. The final chapter explores ways in which a quality curriculum-management system can be used to help orient and delineate school objectives for beginning teachers. The curriculum-management audit is based on the work of Dr. Fenwick English. A glossary, 39 exhibits, and 2 planning forms are included. (Contains eight references.) (LMI)

ED 409 656 EA 028 520

Balentine, Vicki McLeod
Priority One: Developing and Implementing a Model for Comprehensive District-Wide Dropout Prevention.
PUB DATE- Jul 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Dropout Prevention; Dropout Programs; *Dropout Rate; *Dropouts; *Potential Dropouts; Program Effectiveness; Program Implementation; Secondary Education; Student Attrition; Withdrawal (Education)
IDENTIFIERS- *Tucson Public Schools AZ

The primary goal of a districtwide dropout-prevention program is to develop, implement, and enhance instructional and programmatic components that have proven effective in educational research and practice and thus resulted in fewer students dropping out of school prior to high school graduation. This paper describes the development and implementation of a districtwide dropout-prevention model in the Tucson (Arizona) Unified School District (TUSD), called Priority One. The district developed six program-component strands for staff development: a teachers-as-tutoring program, summer school scholarships, incentives, target allocations, and districtwide efforts. The first full year of implementation was 1993-94. The district dropout rate for grades 7-12 decreased from 8.1 percent during 1993-94 to 7.9 percent during 1994-95 to 7.35 percent during 1995-96. There was also a substantial reduction in the Native American dropout rate, which was attributed to the efforts of an advocate for Native American students. Three tables are included. (Contains eight references.) (LMI)

ED 409 657 EA 028 522

Gervais, Donna; Baker, Mona
Soon To Become Reality: High Standards for All Students.
PUB DATE- Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

community based services and resources for persons with TBI; (8) substance abuse issues for persons with TBI; (9) sexuality and brain injury; (10) a checklist for writing neuropsychological reports in functional terms for vocational rehabilitation; and (11) motor vehicle driving evaluation issues for persons with TBI. An appendix includes information summary sheets designed for slide presentations. (CR)

ED 409 674 EC 305 718

Royer, Egide
A Probleme Complexe, Rarement Solution Simple: La Necessite d'une Intervention Integree aupres des Eleves en Difficulte de Comportement. For Every Complex Issue There Is a Simple Answer...and It Is Wrong: The Need for a Comprehensive Intervention with EBD Students.
PUB DATE- 97
NOTE- 22p.; Paper presented at the First Canadian Conference on Behavior Problems (St. Catharines, Ontario, Canada, May 23, 1997).
LANGUAGE- English; French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ancillary School Services; *Behavior Disorders; Delivery Systems; *Educational Principles; Elementary Secondary Education; Financial Support; Foreign Countries; Inclusive Schools; Individualized Programs; Intervention; Knowledge Base for Teaching; Parent School Relationship; Research and Development; Resource Allocation; Special Education; Student Evaluation; *Student Placement; Student School Relationship; *Theory Practice Relationship
IDENTIFIERS- *Canada

This paper, with portions written in English and French, examines issues in the education of students with emotional or behavior disorders (EBD) from a Canadian perspective. The paper is organized to counter seven "myths" about schools and students with EBD. These are: (1) "the student is the problem" (rather, well organized schools can make a difference in the life of EBD students); (2) "the place of every student is in the regular classroom" (rather, the regular classroom is an objective, but not an end in itself); (3) "more money will do the job" (rather, money generated by special education must go to special education and related professional services); (4) "when your only tool is a hammer, all problems must resemble nails" (rather, interventions must be highly individualized); (5) "experience is everything, the teacher will learn how to deal with these students" (rather, teachers must be in contact with the best knowledge base and practices available); (6) "research? what for? all you need is love" (rather, there is a need for field research done in collaboration with teachers that is focused on the evaluation of educational interventions); and (7) "this is family, not school business" (rather, home-school partnership is necessary to influence the development of EBD students). (Contains 14 references.) (DB)

ED 409 675 EC 305 719

Swan, William W.; And Others
State and Local Interagency Collaboration--Creating Services for Challenging Students.
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Convention of the

the Americans with Disabilities Act: Court Cases Regarding Learning Disabilities" (Ernest Biller); "Job Accommodations: What Works and Why" (Nancie Payne); "Psychosocial Issues of Workplace Adjustment" (Lynda Price); and "Technology in the Workplace for Persons with Learning Disabilities: Views from the Inside" (Marshall H. Raskind and others). Part 4 describes the experiences of people with learning disabilities in the workplace and includes: "On the Front Line: Thoughts from Persons with Learning Disabilities in the Workplace" (Henry B. Reiff); "Slow Words, Quick Images--Dyslexia as an Advantage in Tomorrow's Workplace" (Thomas G. West); and "Lifespan Employment and Economic Outcomes for Adults with Self-Reported Learning Disabilities" (Stephen Reder and Susan A. Vogel). (Each chapter includes references.) (CR)

ED 409 692 EC 305 740

Alberta Associations for Bright Children Members' Handbook.
PUB DATE- Jun 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advocacy; *Educational Legislation; *Educational Strategies; Elementary Secondary Education; Foreign Countries; *Gifted; Individualized Instruction; Organizations (Groups); Outcomes of Education; *Parent Associations; Parent Education; *Parent Teacher Cooperation; Resource Materials; *Student Placement; Talent Identification; World Wide Web
IDENTIFIERS- Alberta

This handbook is designed to provide information to parents of gifted children in Alberta, Canada. The handbook outlines the mission and objectives of the Alberta Associations for Bright Children and describes the structure of the non-profit organization. The booklet then addresses: (1) the characteristics of gifted children; (2) the rights of children with special needs; (3) Alberta educational resources on statutory and regulatory requirements (describes current requirements for gifted education and Individualized Program Plans); (4) funding mechanisms for special education services to gifted children; (5) accountability for educational results (discusses provincial requirements for annual education results reports); (6) options for meeting the educational needs of gifted children; (7) recommendations for establishing and maintaining a positive relationship with a child's teacher; and (8) advocacy for gifted education. Most sections list print and organizational resources that parents can obtain or contact for more in-depth information, including Websites. The last section lists additional resource organizations for parents of gifted children in Alberta. (CR)

ED 409 693 EC 305 742

Gifted Education Press Quarterly. Volume 10, 1996.
PUB DATE- 96
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Career Choice; Counseling

A study applied Relevance Theory to interpretation of texts written in Ghanaian English, particularly those intended for reading by multiple audiences. The nature of such "hybrid" texts is examined and key principles of Relevance Theory are outlined. Relevance is defined in terms of contextual effect and processing effort. Contextual effects are achieved when new information interacts with a context of already existing assumptions in one of several ways; the greater the effort required to derive contextual effects (processing effort), the lower the relevance of the content. In addition, however, the greater the contextual effect, the greater the relevance. Analysis of several texts looks at contextualization, lexico-semantic variation, and syntactic variation. Proverbs are also considered, as a subcategory of hybrid text. It is concluded that two forms of relevance emerge from processing of hybrid texts: mother-tongue relevance and other-tongue relevance, and variation in assumptions that underlies this process is particularly great between different cultures. Contains 22 references. (MSE)

ED 409 713 FL 024 643

Gibson, Bob
Talking the Test: Using Verbal Report Data in Looking at the Processing of Cloze Tasks.
PUB DATE- 97
NOTE- 11p.; For journal issue as a whole, see FL 024 639. For other articles in this issue, see FL 024 640-646.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Cloze Procedure; Cognitive Processes; *Data Collection; Foreign Countries; *Language Processing; Language Research; *Language Tests; Linguistic Theory; *Protocol Analysis; *Research Methodology; Testing

The use of verbal report procedures as a research tool for gaining insight into the language learning process is discussed. Specifically, having second language students complete think-aloud protocols when they take cloze tests can provide useful information about what is being measured and how it has been learned. Use of such introspective information from the learner has regained credence among researchers, particularly when it is gathered during and not after the testing occurs. Real-time think-aloud reporting generates the largest amount of raw data concerning cognition, while retrospective protocols carry the risk that the learner is reconstructing, not recalling, cognitive processes he/she used. The greatest drawback of concurrent verbal reporting is the volume of data it provides; however, formats designed to limit the volume of information may also limit its quality. An alternative to the conventional think-aloud procedure for use with cloze tests is proposed. In this "annotated cloze" procedure the learner writes notes concerning the task as he/she completes it. While the annotated cloze provides somewhat less information than some other methods, the quality of the information obtained is considered to be better. Contains 14 references. (MSE)

ED 409 714 FL 024 644

Morizumi, Fumi
Managing Distances: Discourse Strategies of a TV Talk Show Host.
PUB DATE- 97

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Bilingualism; Competition; Elementary Secondary Education; English; Foreign Countries; *Language of Instruction; *Language Planning; *Language Role; Language Usage; *Literacy; Literacy Education; Malay; Mandarin Chinese; *Official Languages; Regional Dialects; Second Language Instruction; *Second Languages; Sociocultural Patterns; Tamil; Uncommonly Taught Languages; Vocational Education
IDENTIFIERS- *Singapore

A discussion of the language and literacy situation in Singapore looks at the role of each of the four official languages (English, Mandarin Chinese, Tamil, and Malay) and at trends and issues in adult and vocational education for labor force development. Usage patterns of each official language, common dialects and varieties and their use, and the politics of language planning are outlined. The role of ethnic groups in determining language use is considered. Literacy patterns for each of the official languages are examined and factors affecting literacy are noted, including educational policy, social changes, development of the global marketplace, and historical and socioeconomic factors across and within language groups. The evolution and influence of public policy concerning bilingualism are noted. Vocational and adult education systems are described. Issues related to literacy and workforce development are explored, focusing on the two directions from which they are currently being addressed: the school curriculum, and adult and vocational education. Issues discussed include competition between languages, even within the school context, the effects of multilingualism, and the relevance to the workplace of the literacy skill being taught. Contains 27 references. (MSE)

ED 409 733 FL 024 673

Ainsworth-Darnell, Kim, Ed.; D'Imperio, Mariapaola, Ed.
Papers from the Linguistics Laboratory. Working Papers in Linguistics, No. 50.
PUB DATE- Jul 97
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Articulation (Speech); Consonants; Contrastive Linguistics; Diachronic Linguistics; English; Individual Differences; Italian; Japanese; *Language Patterns; *Language Processing; Language Research; Language Styles; Language Variation; Linguistic Theory; Mass Media; North American English; *Oral Language; *Phonology; Radio; Russian; Suprasegmentals; Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Balinese; Diphthongs; Ohio (Columbus)

Research reports included in this volume of working papers in linguistics are: "Perception of Consonant Clusters and Variable Gap Time" (Mike Cahill); "Near-Merger in Russian Palatalization" (Erin Diehm, Keith Johnson); "Breadth of Focus, Modality, and Prominence Perception in Neapolitan Italian" (Mariapaola D'Imperio); "The Northern Cities Shift in the Heartland? A Study of Radio Speech in Columbus, Ohio" (Steve Hartman Keiser, Frans Hinskens, Bettina Migge, Elizabeth A. Strand); "Syntactically-Governed Accentuation in Balinese" (Rebecca Herman); "The Auditory-Perceptual Basis for Speech Segmentation" (Keith Johnson); Production and Perception of Individual Speaking Styles" (Keith Johnson, Mary E. Beckman);

using evaluation as a tool to steer the system; (2) revision of the system of funding with subsidies and salaries no longer allocated according to traditional patterns; (3) better definition of the rules and regulations that govern the system. (Contains 12 notes and 14 references.) (CH)

ED 409 752 HE 030 225

Morgan, Betsy Levonian; And Others
Students' and Professors' Views on the Ethics of Faculty Behavior.
PUB DATE- Aug 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Standards; *College Faculty; College Students; Educational Attitudes; *Ethics; Focus Groups; Higher Education; *Moral Values; *Student Attitudes; Teacher Attitudes; *Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- *Faculty Attitudes

This study compared students' and professors' perceptions of the ethicalness of faculty behavior. A total of 115 professors and 157 undergraduate students at a medium-sized public Midwestern university completed a 16-item faculty behavior scale adapted from Tabachnick and colleagues (1991) work. Significant differences between student and faculty responses were found on 7 of the 16 faculty behaviors. Faculty saw ensuring popularity with easy tests, sexual involvement with a student, accepting a textbook rebate, and profanity in lectures as more unethical than did students, while students saw the breaking of a confidence, the use of old lecture notes, and the teaching of unmastered material as more unethical than did faculty. Focus groups were conducted with 38 students and 19 faculty and 10 faculty were interviewed. The five major themes generated by the student groups were: (1) favoritism toward individuals, or groups; (2) poor treatment of students or lack of respect toward students; (3) imposing personal or political beliefs on students; (4) prejudging or stereotyping students, and (5) use of profanity. Faculty groups identified the following themes: (1) responsibility toward students; (2) power issues with students; (3) hypocrisy within the institution; (4) lack of institutional role in ethical awareness; and (5) professional misconduct. It is suggested that institutions should play a larger role in promoting discussions about ethics in academics. (Contains 14 references.) (MDM)

ED 409 753 HE 030 226

Taylor, Peter Charles
Tales of the Field: Impressions of College Education.
PUB DATE- Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College Instruction; Educational Attitudes; *Educational Research; *Educational Researchers; Emotional Experience; *Ethnography; Field Studies; Foreign

Education; Inservice Teacher Education; Interdisciplinary Approach; *International Educational Exchange; Learning Centers (Classroom); Multilingual Materials; Outreach Programs; *School Community Programs; Student Educational Objectives; Student Exchange Programs; *Study Abroad; Technology Transfer; Undergraduate Study

The case studies presented in this volume offer comparative examples of undergraduate international education innovations in a wide variety of categories: curriculum, study abroad, community outreach, faculty development, and international students. The studies were conducted in the mid-1990s, and programs had to meet several criteria: they had to have a distinctive or unique characteristic; include a significant number of participants; been in operation for at least 5 years; be an institutional program; and have produced a successful spinoff. The following program reports are included: "Educating for a More Just World," Augsburg College (Minnesota); "Establishing an Overseas Learning Center for Local Students," Brookdale Community College (New Jersey); "Producing International Managers," Capilano College (British Columbia, Canada); "Sponsoring Individual Student International Projects," Davidson College (North Carolina); "Enabling Cultural Learning with Ethnographic Projects," Earlham College (Indiana); "Linking Languages with Business," Eastern Michigan University; "Requiring an Overseas Study-Service Experience," Goshen College (Indiana); "Achieving a Universitywide Current Issues Graduation Requirement," Grambling State University (Louisiana); "Learning in Jamaica Through Mutual Human Development," Hollins College (Virginia); "Making International Study Available for All Students," Kalamazoo College (Michigan); "Animating Spanish Instruction Through Service," Pacific University (Oregon); "Applying Telecommunications Technology," Ramapo College of New Jersey; "Offering a Multicountry, Comparative Experience," Saint Olaf College (Minnesota); "Retaining the Enthusiasm of Returning Study Abroad Students," University of California, Irvine; "Initiating an International College," University of California, San Diego; "Contracting International Student Programs," University of Hartford (Connecticut); "Creating Campus-Community Cooperation," University of North Carolina, Asheville; "Venturing a Business-University Partnership," University of North Carolina, Charlotte; "Melding Engineering and German," University of Rhode Island; "Fostering Curriculum Change Through Faculty Overseas Seminars," University of Richmond (Virginia); "Focusing a University Curriculum," University of South California; "Transforming Development Education," Warren Wilson College (North Carolina); "Encouraging Faculty Development Through Service," Wheaton College (Massachusetts); "Coordinating International Education Programs," Whitworth College (Washington); and "Engineering International Education Through a Project-Based Curriculum," Worcester Polytechnic Institute (Massachusetts). (CH)

ED 409 773   HE 030 282

Wisker, Gina
Empowering Women in Higher Education.
PUB DATE- 96
NOTE- 153p.; First published by Kogan Page, Ltd., 1966.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Continuing Education; *Curriculum Design; Curriculum Research; Educational Environment; Educational Strategies;

IDENTIFIERS- Graduate Record Examinations; Knowledge Bases; Knowledge Development

This monograph traces changes in computer science as a field of study in the college curriculum, and the associated changes in the work force and labor market. The study followed two cohorts of students from high school to age 30. Records for the first cover the period 1972-84; and for the second, the period 1982-93. The purpose of the study was to: (1) access what knowledge students who earned Bachelor's or associate degrees in computer science took with them into the labor market, and (2) how well that knowledge met the needs of the labor market. Data used included: student undergraduate records, national examinations, curriculum statements of professional organizations, and graduate program offerings. Among findings was an extraordinarily high consensus between taxonomies of computer science courses and those of disciplinary organizations. The report discusses computer science course taxonomies, institutional providers, workplace requirements and high school experiences, number of students earning computer science degrees, other disciplines offering computer science-related courses, amount of time spent in related courses, data from Graduate Record Examinations, and career paths of graduates in computer-related fields. Twenty data tables are included and 11 notes provide additional information; an appendix contains technical notes on methodology. (Contains 64 references.) (CH)

ED 409 791 HE 030 301

Knight, Jane
Internationalization at Canadian Universities: The Changing Landscape = L'internationalization dans les universites Canadiennes: le nouveau paysage.
PUB DATE- Feb 95
NOTE- 149p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Organization; Administrative Policy; *Canadian Studies; Colleges; Comparative Education; Exchange Programs; Faculty Development; Foreign Nationals; Foreign Students; Global Approach; Higher Education; Institutional Mission; International Educational Exchange; *International Programs; International Studies; Organizational Objectives; Questionnaires; Study Abroad; Surveys; Universities
IDENTIFIERS- *Canada

This report presents findings of a 1993 survey of the Association of Universities and Colleges of Canada members covering international educational activities at Caradian universities. The study was designed to identify and describe the administrative rationales and priorities attributed to internationalization, organizational factors related to integrating international studies into the mainstream university activities, and to examine trends in internationalization efforts and initiatives. The study was based on a questionnaire which collected comparable data from 58 of the 89 member institutions on the following: (1) the reasons and rationales for internationalizing higher education institutions, (2) internationalization as an institutional goal, (3) integration of internationalization into the administrative structure of the institution, (4) organizational factors, (5) leadership needs, (6) the meaning of internationalization, (7) elements of internationalization, (8) administration of financial aid and fiscal responsibilities. Sections address general fiscal administration, drawing down of federal funds, and cash management. The four appendices include: a checklist of recommended resources; listings of legislation on student aid, health professions, and nurse training; and a list of abbreviations frequently used in financial aid offices. (BF)

ED 409 810 HE 030 342

Sport in Higher Education.
PUB DATE- 4 Dec 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accident Prevention; *College Athletics; *Colleges; Community Involvement; Financial Support; Foreign Countries; Higher Education; National Organizations; *Physical Education Facilities; Policy Formation; Recreation Finances; *Safety; Scholarship Funds; Student Unions
IDENTIFIERS- *United Kingdom

This publication discusses the future of university sport development in the United Kingdom in response to a report of the Department for National Heritage calling for revitalization of British sport at all levels. This report integrates findings and recommendations of a special task force, a government working party, and consultation papers of the Sports Council of Great Britain in the following areas: (1) sports provision and facilities; (2) safety in sport; (3) raising the profile of sport; (4) sports scholarships; (5) the British Academy of Sport; and (6) the Lottery Sports Fund revenue grants. Among task force recommendations in these areas are: a national database of sports facilities, available online; recognition that responsibility for safety is a joint one involving the individual students, the sports clubs, the student union, and parent institution; increased publicity concerning the scope of available facilities and student achievements, and participation by the local community in the institution's sports programs; changes in the way Sports Lottery money may be distributed; a sophisticated database of up-to-date information; and launching of four Lottery Sports Funds programs. Community use of facilities, elite performers and student union involvement are also discussed. Appendices provide information about the survey method used for the report, a guide to sports safety, sports scholarships, development of a British Academy of Sport, and the Lottery Sports Fund. (LEE)

ED 409 811 HE 030 343

Joint Planning Group for Quality Assurance in Higher Education. Final Report.
PUB DATE- 17 Dec 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Agencies; Agency Cooperation; Agency Role; Colleges; Cost Estimates; *Educational Change; *Educational Quality; Financial Support; Foreign Countries; *Higher Education; Long Range Planning; Program Effectiveness;

The steps are: first, pairs of students are assigned to research and prepare an assigned issue; second, they present the best case possible; then, opposing pairs engage in open discussion, advocating their initial position while learning the opposing one; next, students reverse perspective to present the opposing position; and, finally, students integrate different ideas and facts into a single position. The instructor sets objectives for learning and social skills, monitors the student debate, and evaluates academic achievement. (CH)

ED 409 829 HE 030 370

Johnson, David W.; And Others
Academic Controversy. Enriching College Instruction through Intellectual Conflict. ASHE-ERIC Higher Education Report, Vol. 25, No. 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 157p.; For a digest of this report, see HE 030 369.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Instruction; Colleges; Conflict Resolution; *Controversial Issues (Course Content); Course Content; Creative Development; *Critical Thinking; *Debate; Debate Format; Educational Strategies; Higher Education; Instructional Innovation; *Instructional Materials; *Intellectual Development; Persuasive Discourse; Teacher Role; Teaching Methods; Universities; Verbal Communication
IDENTIFIERS- Academic Discourse; Constructive Controversy

The thesis of this book is that intellectual conflict is an important and powerful instructional tool which should become part of day-to-day student life in colleges and universities. Properly structured academic controversy results in increased achievement, better problem-solving and decision-making skills, more positive interpersonal skills, and greater social competence and self-esteem. In eight chapters, the book covers such topics as: what constructive conflict is; why it is important; avoidance of intellectual conflict; what academic controversy is; the inevitability of controversy; what faculty needs to know to manage controversy; using academic controversy in instruction; how controversy works--process, debate, and concurrence seeking; the instructor's role in structuring academic controversy and creating a cooperative context; preparing a position and required social and cognitive skills; advocating a position (presenting opposing positions and perspectives, caucusing, and challenging and defending a position); making decisions (reversing perspectives, synthesizing, and integrating); and the need for controversy. (Contains 230 references.) (CH)

ED 409 830 IR 018 346

Bennett, Douglas C.
New Connections for Scholars: The Changing Missions of a Learned Society in an Era of Digital Networks. ACLS Occasional Paper No. 36.
PUB DATE- 97
NOTE- 16p.; Paper originally presented at the Annual Meeting of the Center for Research Libraries (April 19, 1996).
LANGUAGE- English

printed and online materials indicated a strong agreement in the use of how to create in HTML language and the technical aspects of using specific image formats for World Wide Web publishing. School sites tended to use text rather than images to present information; sometimes overuse of backgrounds interfered with the overall message. In general, the noneducational sites reflected similar quality as the educational sites, with the exception of the professionally developed commercial sites which contained animations and sophisticated graphics. Those met the criteria for evaluation, but tended to target a narrow group of people; some of the Web pages were well-designed and met the needs of the general user. The amount of text or graphics used in informational home pages was related to the availability of design resources. (Contains 25 references.) (AEF)

ED 409 847 IR 018 436

Kochery, Timothy S.
Distance Education: A Delivery System in Need of Cooperative Learning.
PUB DATE- 97
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Content Analysis; *Distance Education; Educational Environment; *Educational Television; *Faculty Development; Feedback; Higher Education; Instructional Design; Instructional Development; *Interaction; Interactive Television; *Needs Assessment; Nontraditional Education; Program Development; Teaching Methods
IDENTIFIERS- *Training Materials; *Training Needs; University of Minnesota

In order to promote successful distance education techniques, the University of Minnesota developed a training program to prepare faculty to teach via their instructional television (ITV) delivery system. The need for specific areas of faculty development were assessed through a survey of current practitioners, as well as a content analysis of existing training materials from other institutions. In the information gathered from surveys, interviews, and a review of the literature, the most frequently mentioned faculty training and content development needs were for maximizing interaction and feedback and developing lectures for TV. These two instructional design issues both emphasize that distance education requires more attention to strategies that promote interactions: questioning techniques, discussions, and active learning. The instructional methods that are most frequently cited as successful all involve plans which stimulate active learning by using procedures that purposefully increase a dynamic student participation with their own learning process. By creating an environment that advocates peer interactions, social support, and interpersonal communications, cooperative learning models can help attain the sense of learning community which is frequently lacking in distance education experiences. A review of various cooperative learning models and the types of learning activities each supports are investigated for practical applications in distance education. Three tables present a description of matrix categories and sub-topics,

(Learning); *Cooperative Planning; Cooperative Programs; Design Requirements; Distance Education; Elementary Secondary Education; Information Networks; *Instructional Design; Models; *Online Systems; Program Evaluation; Program Implementation
IDENTIFIERS- *Instructional Systems Development; *Learning Communities; Networks (Persons)

The purposes of this paper are to: share insights into the development of online collaborative learning experiments; discuss the role of instructional systems design (ISD); and present examples of design components within an ISD-based framework. The model presented explains the people, processes, and products that are involved in creating online learning communities for K-12 students and teachers. The paper first reviews research and theory from both constructivist and ISD literature, arguing that a model that draws on the strengths of both perspectives is preferred. The product of the model presented is a sustained learning community, and an active network of people conducting projects using networked connections and resources. Discussion then moves to the development of learning communities intended to support many simultaneous projects employing the common stages of ISD, which are discussed in detail. These stages are: management (creating the development team); front end analysis (selecting a theme, identifying resources); design (providing communications tools, identifying shared interests and teams); development (developing projects); implementation (participants produce original work, share process information); evaluation (assessing published work and providing feedback, evaluating the system); and dissemination (sharing information on process, outcomes, and useful products). A table shows the stages of development, key activities, and evaluation issues. (Contains 36 references.) (AEF)

ED 409 864 IR 018 453

Ravitz, Jason
Ethics in Scholarly Communications: Intellectual Property and New Technologies.
PUB DATE- 97
NOTE- 3p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codes of Ethics; *Computer Mediated Communication; *Ethics; Higher Education; *Information Dissemination; Information Technology; Integrity; Intellectual Property; Internet; Misconceptions; Privacy; *Problems; Research Methodology
IDENTIFIERS- Collaborative Research; Electronic Media; *Professional Ethics; Research Ethics; *Scholarly Communication; Scholarly Writing

This paper discusses professional ethical concerns for individuals conducting research in electronic collaborative environments. Existing professional codes of ethics were reviewed, and respected figures in the field of educational technology were engaged in conversations about ethics, professional communication, and new technologies. When professional ethics codes dealt with scholarly communications directly, it usually was with regard to ensuring professional competence, protecting the client, and protecting the staffing, training and educational provision, needs analysis, monitoring, and evaluation. Chapter 4 offers recommendations regarding support systems, values, management and organization, delivery, evaluation, course design, staffing, and admission strategies. A series of six case studies of the life and work of the groups studied follows. Each case study addresses such areas as management, planning and delivery, links with employers and colleges, staff and staff development, funding, and monitoring. (YLB)

ED 409 425 CE 074 340

Baldus, Lorayne
Wisconsin Technical College System Board Equity Staff Development Workshops and Services. Phase VI. Final Report.
SPONS. AGENCY- Wisconsin Technical Coll. System Board, Madison.
PUB DATE- 30 Jun 97
NOTE- 76p.; For Phase V report, see ED 395 213.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Attitude Change; Comparative Analysis; Diversity (Student); Educational Change; *Equal Education; Evaluation Methods; Inservice Teacher Education; Leadership Training; Models; Nontraditional Occupations; Organizational Change; Organizational Climate; Program Development; *Program Effectiveness; *Sex Fairness; *Staff Development; State Surveys; *Statewide Planning; Strategic Planning; Teacher Workshops; Technical Education; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Wisconsin

This report describes phase VI of the Equity Staff Development project, an ongoing project to achieve equity and diversity at Wisconsin technical colleges by creating an institutional climate supporting achievement by all students. Among the project's major activities and outcomes are the following: the existing train-the-trainer format of peer coaching, mentoring, and observation was continued through a statewide model staff development course called Creating an Inclusive Educational Environment (CIEE); technical assistance was provided to district staff involved in planning strategies for achieving gender equity and diversity; 60 individuals representing 16 technical colleges completed a staff development needs assessment/interest survey; statewide staff development training was provided to technical college district personnel and members of the Vocational Equity Leadership Cadre; a Wisconsin nontraditional roundtable meeting was conducted for individuals working with women employed in higher-wage occupations; and a self-evaluation instrument was developed to help technical college districts evaluate their programs' equity and diversity. Appendixes constituting approximately 90% of this document contain the following: comparison of an educational diversity certification course and the CIEE course; equity staff development survey instrument/results; Wisconsin Vocational Equity Leadership Cadre agendas and evaluations; equity action research workshop materials; and Wisconsin nontraditional occupations roundtable meeting agenda and evaluation. (MN)

ED 409 426 CE 074 341

Riley, Linda L.
Wisconsin Vocational Equity Leadership Cadre Support Project.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Education; Comparative Analysis; *Comprehensive Programs; Educational Research; Foreign Countries; *High Schools; *Integrated Curriculum; Program Design; Program Development; *Vocational Education
IDENTIFIERS- Japan; *Taiwan; United States

American-style comprehensive high school (CHS) systems were started in Japan and Taiwan in 1994 and 1996, respectively. Most CHSs in Taiwan were transformed from senior vocational schools, whereas others were changed from senior high schools or newly founded. To assist these schools in successfully restructuring or designing new programs, a researcher visited 13 educational institutes in the United States and Japan to determine the status and learn about their experiences with the CHS system. Using a four-stage approach (description, interpretation, juxtaposition, comparison), data were collected, collated, interpreted, juxtaposed, and compared. In the United States, CHS occupational programs usually offered occupational skill development in four or five occupational areas due to budget constraints and student numbers. In Japan, the CHS program was obviously an integration of academic and occupational learning; its occupational programs were very career development oriented. In Taiwan, occupational programs in CHSs focus on occupations related to tertiary-level industries. The following recommendations were made: Taiwanese CHSs must help students decide on career pathways in grade 10; Taiwanese students should be enrolled through attendance boundaries and school of choice; Taiwanese CHSs should also serve students who want to pursue higher education; and more efforts should be made to assess community and student needs when occupational programs are developed or redesigned. (YLB)

ED 409 442 CE 074 370

Kerka, Sandra
Arts and Humanities in Adult and Continuing Education. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Education; *Adult Learning; Adult Literacy; *Art; Art Education; Cultural Pluralism; Educational Environment; Educational Trends; *Fine Arts; *Humanities; Humanities Instruction; *Learning Modalities; Literacy Education

Trends and issues related to arts and humanities in adult and continuing education can be categorized in three ways: ways of knowing, informal sites of learning, and cultural pluralism. The arts and humanities are vehicles for critical reflection, and they present paths to the individual construction of knowledge that are intuitive, relational, kinesthetic, visual, and aural alternatives to analytic and scientific methods. However, their potential is moderated by the motivation of adult learners. Much adult education in the arts and humanities takes place at informal sites and is increasingly focused on nontraditional audiences. Arts and humanities help homeless and incarcerated women find their voice and acquire critical literacy; humanities can help criminals alter their mental maps years; (3) marriage seems to be the biggest factor in moving mothers from welfare to work; (4) there is no evidence that any of the large number of education, employment, and training programs that have been offered or mandated for AFDC recipients since 1967 has had a significant impact on the duration of time spent on welfare; (5) it may be more effective for states to focus efforts on programs aimed at preventing teen pregnancy, but such efforts have not been proven very successful; and (6) school may be the institution best suited to addressing the problems associated with welfare dependency. (Contains 46 references.) (KC)

ED 409 460 CE 074 418

Nolan, Robert E., Comp.; Chelesvig, Heath, Comp.
Annual Adult Education Research Conference Proceedings (38th, Stillwater, Oklahoma, May 16-18, 1997).
PUB DATE- May 97
NOTE- 307p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Educators; Adult Learning; Adult Literacy; Adult Programs; Autobiographies; Black Education;
IDENTIFIERS- African Americans; China; General Educational Development Tests;

The following are among 50 papers included: "The Politics of Planning Culturally Relevant AIDS Education for African-American Women" (Archie-Booker); "Developing White Consciousness through a Transformative Learning Process" (Barlas); "Executive Businesswomen's Learning in the Context of Organizational Culture" (Bierma); "The Myth of the Universal Adult Educator" (Brown); "Interactions in Distance Education" (Burnham, Walden); "Women's Experience of Academic Collaboration" (Clark, Watson); "Measurement of Participation in Adult Education" (Collins, Brick, Kim); "Learning Strategies in the Corporate Setting" (Conti, Kolody, Schneider); "Learning within a Social Movement" (Cunningham, Curry); "Commonwealth of Pennsylvania's GED (General Educational Development) Graduates' Progress" (Dean); "Orchestration of Learning Style Differences and Other Variables in an Action Learning Experience" (Dilworth); "An Exploratory Study of the Social and Personal Dynamics that Deter Underserved Women from Participating in Adult Education Activities" (Hall, Donaldson); "Researching Professional Practice" (Donaldson, Kuhne); "Critical Thinking, Developmental Learning, and Adaptive Flexibility in Organizational Leaders" (Duchesne); "Participant Perceptions of Residential Learning" (Fleming); "Identification of the Workplace Basic Skills Necessary for Effective Job Performance by Entry-Level Workers in Small Businesses in Oklahoma" (Harris); "Participation and Retention Factors Relating to Black Reentry Graduate and Undergraduate Women in the College of Education" (Johnson-Bailey, Brown); "Factors that Affect the Epistemology of Group Learning" (Marsick, Kasl); "Radical Pedagogy in Action" (Kaufmann); "How Adult Experience as a Supervising Decision-Maker Can Inhibit Learning" (Lauderdale); "Academic vs. Integrated Functional-Context Literacy Programs" (Martin); "Voluntary Organizations and Nonformal Adult Education in Hungary" (Pandak); "A Sociocultural Perspective of Knowing" (Reybold); "Knowledge as 'Quality Non-Conformance'" (Schied et al.); "A Replication Study of the Attitudes of Selected Academics and Decision-Makers towards Adult Students" (Smeby, Sisco); "The Effectiveness of Total Quality Management" enrolled in an adult education course at Auburn University. Four scenarios were constructed, each based on one of the five MLE criteria (intentionality, meaning, transcendence, competence, and task regulation). In each situation that depicted adults experiencing learning difficulties, participants were asked to select from five choices the solution they would normally offer students. The choices represented a range of teacher behaviors from noninteractive to highly mediating. A general question was included with each scenario that was aimed at investigating the fifth MLE criterion, feelings of competence. Instructors indicated how they would promote feelings of competence, with choices ranging from nonmediating to highly mediating. Two patterns of responses were found: instructors were either mediating or directing in terms of their intent to facilitate learning and of helping students transfer their learning beyond the particular setting and task at hand, and they were mediating in their approaches to influencing how the meaning and importance of information is perceived and in supporting the use and regulation of strategies in learning tasks. (Appendixes contain 4 tables, 19 references, and instrument.) (YLB)

ED 409 479 CE 074 467

Whitmore, John
Coaching for Performance. Second Edition. People Skills for Professionals Series.
PUB DATE- 96
NOTE- 157p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Administrators; Adult Education; Adult Learning; Change; *Job Performance; Managerial Occupations; Motivation; *Questioning Techniques; *Staff Development; Team Training; *Teamwork
IDENTIFIERS- *Job Coaches

This book teaches the skills and art of good coaching and how to realize its value in unlocking people's potential to maximize their own performance. Chapters 1-3 define coaching and its business application, discuss the manager as coach and the manager's role, and examine the context of change. Chapter 4 considers the two key elements of coaching--awareness and responsibility--and lists qualities of a coach. Chapter 5 introduces the heart of coaching, questioning, and examines how to construct the most effective questions. The focus of chapter 6 is determining what to ask questions about and in what sequence to ask them. Chapters 7-8 review aspects of goal setting important for the coaching process and discuss how to clarify the reality so that the goals can be brought into sharper focus or even altered. Chapter 9 focuses on the option stage when as many alternative courses of action as possible are created. Chapter 10 addresses the final phase of the coaching sequence: to convert a discussion into a decision. It looks at the value, objective, and best way to ask a set of questions. Chapter 11 defines performance. Chapter 12 focuses on stages of learning and the relationship between learning and enjoyment. Chapters 13-18 cover motivation, using coaching for feedback and assessment, team development, applications of team coaching, overcoming barriers to coaching, and the multiple benefits of coaching. Chapter 19 provides a summary of the primary school, general self-concept declines. The aim of this study was to investigate the impact of Cognitive Behavioral Therapy (CBT) and Rational Emotive Therapy (RET) self-enhancement programs on childrens' self-talk, self-esteem, and irrational beliefs. Students with a mean age of 9.8 years from two classes (N=100) participated. They represented two schools that served similar socioeconomic status students in a metropolitan area. One school implemented the CBT program while the other school used the RET program. Results indicated that CBT led to a decrease in negative self-talk whereas RET did not affect this variable; results also indicated that RET led to a decrease in the dependence irrational belief whereas CBT did not influence these scores over time. It was also suggested that children changed over time irrespective of which program they received. Nonetheless, both intervention programs led to an increase in positive self-talk and an increase in positive rational beliefs in the conformity and discomfort intolerance areas. (LSR)

ED 409 498 CG 027 397

Thorsborne, Margaret
Community Accountability Conferencing.
PUB DATE- Sep 96
NOTE- 7p.; Paper presented at the Annual Meeting of the Queensland Guidance and Counselling Association (9th, Brisbane, Queensland, Australia, September, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; Counseling Effectiveness; *Counseling Techniques; Counseling Theories; Crime; Delinquent Rehabilitation; Family Counseling; Family School Relationship; Foreign Countries; Holistic Approach; Intervention; *School Community Programs; *School Counseling; *School Safety; Secondary Education; Secondary School Students; *Student Behavior; Violence
IDENTIFIERS- Australia; *Community Accountability Conferencing

Community Accountability Conferencing (CAC) was first introduced in Queensland, Australia schools in early 1994 after a serious assault in the school community. Some family members, students, and staff were dissatisfied with the solution of suspending the offenders. Seeking an alternative, comprehensive intervention strategy, the school community implemented CAC. The process involves bringing offenders and victims together (along with their supporters) and, using a set script, the extent of harm is explored and an agreement sought that is restorative rather than punitive. During the 12-month project, 56 trials were conducted, including cases of assault, serious victimization, and property damage/theft. In an effort to determine the impact of conferencing on behavior management in trial schools, 31 conferences were evaluated and participants interviewed. Findings indicate that participants had a high degree of satisfaction with the process and the outcomes. Specifically, victims felt safer and offenders exhibited high levels of empathy and compliance and low rates of recidivism. The effectiveness of conferencing is explained by the Theory of Reintegrative Shaming (includes offenders rather than casting them out) and Affect Theory (promotes management and understanding of strong feelings). CAC has proved a valuable addition to the continuum of behavior management strategies. (LSR) resources, such as periodicals, bibliographies, directories, and youth groups are presented as well as curricular concerns. (RJM)

ED 409 517　　CG 027 859

Wright, Doris J.
Risk Appraisal in Scripted Acquaintance Rape Scenarios.
PUB DATE- Aug 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Drinking; Higher Education; Personal Space; *Rape; *Sex Differences; *Sexual Abuse; *Student Attitudes; Undergraduate Students; Victims of Crime
IDENTIFIERS- *Acquaintance Rape; Boundaries; *Risk Assessment; Risk Reduction

Cognitive appraisals are believed to influence how women judge or appraise risk in acquaintance interactions which lead to sexual assault. Ways in which men and women judge the presence of risk factors in scripted acquaintance rape scenarios, and whether alcohol was a significant factor in assessing risk, are examined in this paper. Participants were 132 undergraduate students at a large southeastern university. Two scripted rape scenarios were used which were identical, except in one the man and woman drank soft drinks and in the other they drank beer. Results indicate that alcohol did not play a factor in how participants judged risk factors, although differences did emerge between men and women in their appraisals of risk. Males held more negative attitudes toward rape victims than did women; women attributed increased risk for assault to situational factors in the rape scenario itself. Minority respondents showed more negative attitudes toward rape victims than did non-minority respondents. Three risk factors, related to violations of boundary, were revealed as significant indicators of risk; increased risk in a rape situation was associated with violations of personal boundaries by the perpetrator. Implications of these findings for increased prevention training for women and men are discussed. (RJM)

ED 409 518　　CG 027 860

Wright, Doris J.
Emotional and Cognitive Antecedents of Racial Intolerance.
PUB DATE- Mar 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Children; *Cognitive Structures; Educational Environment; Elementary Secondary Education; Emotional Development; *Racial Attitudes; *Racial Bias; Racial Differences; Racial Discrimination; *Racial Identification; *School Psychologists
IDENTIFIERS- Racial Harassment

Psychologists and educators have struggled to understand the devastating influence of racial intolerance on children, on their personality development, and on their academic growth. The emotional and cognitive elements that underlie racial and listening lessons.) (Author/RS)

ED 409 538 CS 012 864

Durnil, Christina; And Others
Improving Elementary Students' Spelling Achievement Using High-Frequency Words.
PUB DATE- May 97
NOTE- 60p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Grade 2; Grade 3; *Instructional Effectiveness; Integrated Activities; Primary Education; Skill Development; *Spelling Instruction; Word Lists
IDENTIFIERS- Authentic Assessment; Illinois (Chicago Suburbs); *Spelling Growth

An action research study detailed a program for improving spelling achievement across the curriculum. The targeted population is composed of second and third grade students from a growing, middle class community located in a suburb of Chicago, Illinois. The problem of misspelled words in the students' writing was documented through students' writing samples and written tests. Analysis of probable cause data revealed that students' lack of spelling retention was related to isolated spelling instruction, unclear expectations, and failure to apply spelling rules. Reviews of curricula content and instructional strategies revealed a curriculum lacking a formal spelling and proofreading program. A review of solution strategies suggested by others, combined with an analysis of the problem setting, resulted in the selection of a spelling program encompassing three major categories of intervention: use of a high-frequency word list; language integrated lesson and skill building activities; and authentic assessment of students' writing samples. Post-intervention data indicated an increase in students' spelling achievement. Success was evident, especially with the high-frequency word list. Language integrated lessons and skill building activities helped students retain the correct spelling of the words. Improvement was also apparent in the students' writing samples. (Contains 17 references, and 2 tables and 12 figures of data; appendixes contain recording forms, dictation sentences, parent letters, lists of high-frequency words, grading sheets, and tally sheets.) (Author/RS)

ED 409 539 CS 012 865

Batjes, Kathy; Brown, Theresa
Improving Reading Achievement of First Grade Students by Integrating Phonics Skills into a Whole Language Curriculum.
PUB DATE- May 97
NOTE- 81p.; M.A. Action Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Classroom Research; Grade 1; Instructional Effectiveness; *Phonics; Primary Education; *Reading Ability; *Reading Improvement; *Reading Skills; *Whole Language Approach
IDENTIFIERS- Illinois (North)

An action research study implemented a program for improving the reading ability of first-grade students who enter school with

Molesworth, Kevin
Ebonics and a Creative Society.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Dialects; *Blacks; Cultural Context; Elementary Secondary Education; *Language Attitudes; Language Standardization; *Language Usage; Minority Groups; Spanish
IDENTIFIERS- *African Americans; Linguistic Society of America

This paper states that the language called "Ebonics" is believed to be over 300 years old and that a great deal of the language was created while Black slaves were being brought from Africa to the Americas. Noting that in January of this year the Linguistic Society of America recognized Ebonics as an official language with just as much credibility as English, the paper contends that Ebonics, however, seems to have met with more adversaries than supporters. The paper also contends that, while students should not be told that they can never speak Ebonics, they need to realize that it is not acceptable in many situations. The paper also states that the Secretary of Education, Richard W. Riley, announced that the federal government would not recognize Ebonics as a language nor would school programs advocating its use receive any federal funding from Washington. The paper points out that even though a good portion of the American population speaks Spanish, Spanish will never be fully assimilated or accepted into mainstream culture and concludes that Ebonics will probably meet the same fate. (Contains 9 references.) (CR)

ED 409 559 CS 215 827

Boone, Kerri; And Others
Improving Writing Strategies through the Use of Writer's Workshop.
PUB DATE- Apr 96
NOTE- 103p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; Grade 1; Grade 3; Instructional Effectiveness; Portfolios (Background Materials); Primary Education; Questionnaires; Student Attitudes; Tables (Data); Writing Attitudes; *Writing Improvement; Writing Research; *Writing Strategies; *Writing Workshops
IDENTIFIERS- *Process Approach (Writing)

An action research project addressed the problem of inadequate student knowledge of writing strategies and students' negative attitudes toward the writing process. The targeted population consisted of early childhood, first grade, and third grade students in two growing, lower/middle class communities located in the western suburbs of a large midwestern city. The problems of poor writing strategies and negative attitudes were documented through writing skills/writing process checklists, student portfolio evaluations, student surveys, and parent questionnaires. Analysis of the probable cause data revealed that students may exhibit a lack of writing strategies and a negative attitude toward writing due to the absence of an environment that is conducive to writing, a lack of choice when writing, and feelings that the writing process is overwhelming.

School Curriculum; Teacher Role; *Theory Practice Relationship
IDENTIFIERS- Cultural Studies; Postmodernism; Textuality

This book takes up the question of what shape high school English studies should take in the coming years. It describes an English program that blends philosophical depth with classroom practicality. Drawing examples from commonly taught texts such as "Macbeth," "To Kill a Mockingbird," and "Lord of the Flies," the book places literary analysis within a postmodern framework. It explores recent literary and educational theory--including reader response theory and cultural studies. The book devotes attention to the process of reading and its relationship to creative writing, which is put forward as an essential rather than a supplementary part of high school English programs. The end result is that the book provides insights on textuality, media studies, drama, and the 5-paragraph essay. The book also serves as a call for increased teacher involvement in curriculum reform. While the book's primary purpose is to examine what does and does not make sense in high school English teaching in view of current theory, it offers readers examples of effective classroom practice that takes English in the right direction. (NKA)

ED 409 577 CS 215 924

Tchudi, Stephen, Ed.
Alternatives to Grading Student Writing.
PUB DATE- 97
NOTE- 322p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Grading; Higher Education; Holistic Evaluation; Informal Assessment; Portfolio Assessment; *Student Evaluation; *Writing Achievement; *Writing Evaluation; *Writing Processes; Writing Workshops
IDENTIFIERS- *Alternative Assessment; Authentic Assessment

The result of an investigation into the grading writing by the National Council of Teachers of English Committee on Alternatives to Grading Student Writing, this collection of essays offers the writing teacher several innovative and interesting options. Following an introduction by the editor (chair of the Committee), in which he delineates the field of possibilities, the essays and their authors are, as follows: (1) "It's Broken--Fix It!" (Liesel K. O'Hagan); (2) "Growth-Biased Assessing of Writers--A More Democratic Choice" (Marie Wilson Nelson); (3) "Writing Students Need Coaches, Not Judges" (Lynn Holaday); (4) "Response: A Promising Beginning for Learning to Grade Student Writing" (Carol Beeghly Bencich); (5) "Can You Be Black and Write and Right?" (Elaine B. Richardson); (6) "Alternative Assessment of Second-Language Writing: A Developmental Model" (Janis Massa); (7) "Scribliolink: Inviting Parents To Respond to Their Children's Writing" (Joyce C. Fine); (8) "Student Attitudes toward Grades and Evaluation on Writing" (Jean S. Ketter and Judith W. Hunter); (9) "Writing at Reading: How a Junior Year in England Changes Student Writers" (Mary B. Guthrow); (10) "Assessment through Collaborative Critique" (Sarah Robbins and others); (11) "What Grades Do for Us, and How To Do without Them" (Marcy Bauman); (12) "Seeing How Good We Can Get It" (Kelly Chandler and Amy Muentener);

Kenneth Burke was a college dropout who did not enjoy notable success until quite late in life. His major interest was the development of a meta-theory of language, which he called "rhetoric." Denied the resources and material rewards of academia, Burke was both scapegoated and redeemed by the academic community. Furthermore, the scapegoaters and redeemers primarily use the same four elements of Burke's writings to achieve their goals--both groups can best be analyzed by using the Burkeian concepts of "order" and "terministic screens." Burke's writings were denigrated by the proponents of the "New Criticism" because they were not ontological enough. The first major academic responses to Burke--by Sidney Hook, Max Black, and John Crowe Ransom--focused on his lack of formal education, his dialectic approach, and his combination of epistemological and ontological approaches. Burke's redemption came about with the waning power of New Criticism, replaced by the new order of "reader response criticism, "deconstructionism," and a primarily epistemological critical framework. Beginning in 1967, epistemological analysis is dominant in speech communication for the next 20 years. Burke's linkage with the new theorists is obvious. As a (non-dogmatic) Marxist, Burke was more than willing to draw on a variety of resources for his theoretical work. He has crossed disciplinary boundaries--he was always " post-modern." Contemporary critics, in fact, perceive Burke through their own particular terministic screens. Perhaps Burke spent his life consciously playing "devil's advocate" with whatever academic order was dominant. (Contains 16 references.) (NKA)

ED 409 596 CS 509 557

White, Melvin R.
Mel White's Readers Theatre Anthology: Twenty-Eight All-Occasion Readings for Storytellers.
PUB DATE- 93
NOTE- 348p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Creative Expression; *Curriculum Enrichment; Drama; Elementary Secondary Education; Higher Education; *Oral Interpretation; *Readers Theater; *Story Telling
IDENTIFIERS- Drama in Education; Oral Literature

This anthology of literature contains selections that can be performed in classrooms, workshops, and speech and theater conventions as reader's theater, defined as a dramatic approach to literature. Divided into six categories--comedy, mystery/suspense, Christmas specials, folklore, children's classics, and the human spirit--the anthology features adaptations of both classic and contemporary works by William Shakespeare, James Thurber, Rudyard Kipling, O. Henry, Robert Louis Stevenson, Charles Dickens, the Brothers Grimm, Al Martinez, and Kenneth Grahame. The anthology also contains an essay on Readers Theater as a performance art, describing how to use stage/performance space and how to approach costuming for Readers Theater. (NKA)

ED 409 597 CS 509 558

Miller, Nancy K.
Getting Personal: Feminist Occasions and Other Autobiographical

Research/Technical (143)
DESCRIPTORS- Communication Skills; Critical Thinking; *Education Work Relationship; Elementary Secondary Education; Evaluation Criteria; Foreign Countries; International Education; Problem Solving; *Relevance (Education); Research Design; Self Esteem; *Student Educational Objectives; *Student Needs; Surveys; Values
IDENTIFIERS- Organisation for Economic Cooperation Development

The existing education indicators for performance and achievement fail to provide relevant information about what young adults at the end of education need in terms of skills, and in particular, whether they will be able to play a constructive role as citizens. Does education provide the basic knowledge and skills needed for living an individually worthy and socially valuable life? This report presents the preliminary findings of an international pilot study that sought to build a new category of education indicators for the Cross-Curricular Competencies (CCC) project and to test instruments for appraising the results of education. The work was carried out within the framework of the International Indicators of Education Systems (INES) Project of the Organisation for Economic Co-operation and Development (OECD). The CCC project seeks to develop indicators for four specific domains: problem solving and critical thinking; communication skills; political, economic, and social values; and self-perception and self-confidence. The report presents the findings of an extensive 1994-95 pilot study that was conducted in nine countries or communities (Austria, French and Flemish Belgium, Hungary, Italy, the Netherlands, Norway, Switzerland, and the United States). The data show that two out of the four domains can be developed to meet scientific standards. Six figures, 10 tables, and 10 endnotes are included. (Contains 46 references.) (LMI)

ED 409 617 EA 028 472

Decker, Paul T.
Findings from Education and the Economy: An Indicators Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Adult Literacy; *Education Work Relationship; Educational Attainment; Educational Economics; Elementary Secondary Education; Employment Patterns; Higher Education; Job Training; *Labor Force Development; National Norms; Performance; *Productivity; Scores

The productivity of the U.S. work force is a primary determinant of the standard of living of the U.S. population. Worker productivity is affected by many factors, including the education and skills of the work force. This handbook highlights several measures of productivity and education, and addresses the link between these two sets of measures. The handbook provides data on the following subjects: the trends in worker productivity and the contribution of education; the economic consequences of education for individuals; educational achievement; adult literacy; and the training of labor force participants. The data suggest that American workers are more productive, on average, than workers in any other country; however, worker productivity in several industrialized countries is gradually catching up to that in the U.S. The education of the work force is growing more rapidly in other countries than in the U.S. Although the U.S. leads almost every document summarizes what policymakers have said are the most critical issues and research needs facing them. It is based on the views of policymakers and leaders as expressed at a planning forum sponsored by the Institute and in papers commissioned for that forum. The first section examines some critical issues for future research, grouped by the following major themes: issues related to the inputs and outcomes of education; issues related to the structure and process of education; issues related to the core of teaching and learning; and issues related to the broader context of education. The next section summarizes policymakers' ideas about how to effectively present and disseminate research information to a policy audience. The final section discusses strategies for encouraging ongoing dialogue between policymakers and researchers. (LMI)

ED 409 636 EA 028 493

Making Better Use of School Buildings. PEB Papers.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- After School Programs; Educational Economics; *Educational Facilities; *Educational Facilities Planning; Efficiency; Elementary Secondary Education; Facility Expansion; Foreign Countries; *Integrated Services; *School Buildings; School Community Programs; *School Schedules; Shared Resources and Services
IDENTIFIERS- *Organisation for Economic Cooperation Development

School buildings are expensive to construct and to maintain, yet many are used for only a few hours each day. There is also a growing demand for facilities for lifelong learning, leisure, and other community activities, while financial pressures on national and local authorities continue to grow. In 1995, the OECD Programme on Educational Building (PEB) and the French authorities organized a seminar in Lyon, seeking to identify ways to broaden the use of educational facilities, both outside and during school hours. This report presents the conclusions of the seminar, which was attended by experts from 20 OECD countries. The participants gave attention to architectural design, responsibility and liability, management of financial and human resources, and compatibility with a school's goals. Following the introduction, the report summarizes the background of and issues in the underutilization of school buildings, examines a range of actual and possible uses for school buildings, and identifies the keys to successful implementation. The seminar encouraged participants to focus on four main areas of use: child-care facilities and extracurricular cultural/leisure activities for young people; adult continuing education; new technology; and integrated community centers (Contains nine references.) (LMI)

ED 409 637 EA 028 494

Schools for Today and Tomorrow: An International Compendium of Exemplary Educational Facilities.
PUB DATE- 96
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Educational Objectives; *Educational Planning; Elementary Secondary Education; State Legislation; State Programs; *State Standards; Student Development; Student Needs; Systems Approach
IDENTIFIERS- *Maine Educational Assessment

In May 1997, the Maine Legislature passed a comprehensive document that delineated expected educational outcomes for students, known as the Learning Results. This paper describes the components and philosophy of Maine's standards-development process. The Learning Results are based on Peter Senge's system model, which asserts that adoption of a new method necessitates a change in the infrastructure. Because each student is recognized as an individual system, a collaborative team structure is used to meet each student's needs and develop a personalized learning plan. The paper explains how individual student profiles are mapped and personal learning plans developed. It also outlines objectives for the student-centered system of 2002 and the expectations for the student, educator, community, and the state. For each local system to move forward, one essential question must be answered: How can the design of curriculum, instruction, and assessment that moves students toward achievement of the Learning Results also ensure that all students are provided fair opportunities to achieve those results? The answer lies in building on Senge's systems thinking in which each student is recognized as an individual system, and by using a collaborative team structure for planning. Using these concepts, each student's needs can be delineated in a way that will guide the design of the classroom, school, and system environments to ensure fair opportunities to learn. Five figures and a sample student profile are included. (LMI)

ED 409 658 EA 028 523

Dudderar, Glenn R.; And Others
School Ground Habitat for People and Wildlife. Extension Bulletin E-2583.
SPONS. AGENCY- Forest Service (USDA), Washington, DC.; Michigan State Dept. of Natural Resources, Lansing.
PUB DATE- Sep 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ecology; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Environmental Education; Floriculture; Habitats; *Landscaping; Natural Resources; Nature Centers; *Physical Environment; *Site Development; *Wildlife
IDENTIFIERS- *Michigan

The interrelationships among living things and their physical environment are usually numerous and complex. Benefits to animals may be in terms of survival, growth, and reproduction; to humans, greater appreciation and accumulation of wealth. This guidebook shows how school grounds can be managed to increase opportunities for improved instruction and appreciation of the environment. Section 1 offers tips for creating plant patterns that benefit people and create wildlife

Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Agency Cooperation; *Behavior Disorders; Behavior Modification; Children; Court Litigation; Elementary Secondary Education; *Emotional Disturbances; Integrated Services; *Legislation; Mental Health Programs; Program Descriptions; *Student Placement; *Teacher Collaboration
IDENTIFIERS- *Georgia

This collection of papers describes the interagency collaboration of Georgia agencies that serve students with emotional and behavior disorders (EBD). The first paper, "Overview and State Perspective" (P. Paulette Bragg and Phillip H. Pickens), describes the problems facing Georgia by placing students with EBD in state hospitals, private residential programs, and out-of-state facilities. The impact of legislation that was passed prohibiting out-of-state placements is described, along with a court case that resulted in the requirement that local school systems incorporate a reintegration plan for students who had been placed out-of-state. The second paper, "State Interagency Collaboration" (Ann Glendinning), provides data on student placement for fiscal years 1992-1997, summarizes the residential related services facilitator contract activities, and gives examples of state interagency activities which have been undertaken or enhanced since the creation of the residential facilitator position. "Behavioral Intervention Program" (Marty Smith), outlines the school-based collaborative program for students with severe behaviors and describes the reduction of intrusive interventions and the increase in proactive behavior supports. The last paper, "State and Private/Provider Perspective" (Ruth Coody), describes the creation of a mental health service system for children and adolescents with severe emotional disturbance. (CR)

ED 409 676 EC 305 722

Spechler, Jay W.
Reasonable Accommodation: Profitable Compliance with the Americans with Disabilities Act.
PUB DATE- 96
NOTE- 416p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); Adults; Business Responsibility; Case Studies; Change Strategies; *Civil Rights Legislation; *Disabilities; Economic Impact; *Organizational Change; *Organizational Climate; Organizational Communication; *Organizational Effectiveness; Organizations (Groups); Private Sector; Rehabilitation Programs; State Agencies
IDENTIFIERS- *Americans with Disabilities Act 1990; Attitudes toward Disabled; Presidents Committee on Employment of Handicapped; Reasonable Accommodation (Disabilities)

This book, designed to assist business managers in their efforts to initiate or enhance existing programs for cost-effective disability management and achieve the spirit of the Americans with Disabilities Act (ADA), presents case studies of over 30 companies who are successfully complying with the (ADA). The first two chapters of the book describe the role of the President's Committee on Employment of People with Disabilities

Services; *Cultural Differences; Curriculum Design; Design; Disadvantaged Youth; *Educational Strategies; Elementary Secondary Education; Emotional Development; *Gifted; *Home Schooling; Homogeneous Grouping; Learning Disabilities; Mentors; Minority Group Children; Moral Values; Newspapers; *Peer Relationship; Rural Schools; Social Development; Social Studies; Student Attitudes; *Talent Identification; Teacher Student Relationship
IDENTIFIERS- Forster (E M); Swift (Jonathan)

This set of four newsletters discusses current issues in gifted education. The first issue includes: "The Underserved Young Gifted Child: Status of Programs and Research" (Joan Smutny); "The Home Education Model: An Alternative Program for the Gifted" (Karen Kendig) and "Jonathan Swift (1667-1745): A Need for Gifted Readers" (Michael E. Walters). The second issue includes: "Anti-Intellectualism in Secondary Schools: The Problem Continues" (Stephen Schroeder-Davis); "Social and Emotional Needs of Gifted Children: The SENG Program Offers Many Opportunities for Gifted Children" (James T. Webb and Jim Delisle); "Two Gifts and Three Responsibilities" (Diane D. Grybek); and "E. M. Forster (1879-1970) and the Study of Values" (Michael E. Walters); "Making a Difference One-to-One: UCONN Mentor Connection" (Jeanne H. Purcell and Joseph S. Renzulli); "NAGC Position Paper: Affective Needs of Gifted Children"; "An Educator's Creed" (Ross Butchart); "Ability Grouping: Aid or Discrimination" (Karen Cogan); and "Richard Rodriguez: The Struggles of a Gifted Minority Student" (Michael E. Walters). The last issue of the series includes the following articles: "Design Education Activity: A Curriculum Model for Gifted and Talented" (Pauline Bottrill); "Using Newspapers as Textbooks of Life and Culture" (Ross Butchart); and "Appreciation for a Gifted American Writer: Ellen Glasgow (1874-1945)" (Michael E. Walters). (Some articles contain references.) (CR)

ED 409 694   EC 305 743

Larmore, Frank
A Proposal for Evaluation of U.S. Trade-Academic Education Based on a Wide Definition of Gifted and Talented.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Definitions; *Gifted; Job Skills; *School Business Relationship; Secondary Education; *Talent; *Talent Identification; *Technical Education; *Vocational Education; Vocational Schools

This brief paper focuses on the need to widen the definition of "gifted and talented" so that it encompasses a wider pool of talent, and to redesign vocational-technical education programs. It discusses the various different definitions of giftedness and the necessity of rewriting the definition so that it encompasses a wider pool of talent. The wider definition would include technically gifted students and other students suitable for trade-academic programs. The need to redesign current U.S. secondary vocational-technical education programs along the lines of the German model, in which corporations support and fund special schools, is addressed. Education-business partnerships are urged to help equip schools with the latest technical equipment to facilitate the preparation of students for the jobs of tomorrow. The paper

NOTE- 15p.; For journal issue as a whole, see FL 024639. For other articles in this issue, see FL 024 640-646.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Audience Awareness; *Broadcast Television; *Cultural Context; Discourse Analysis; Foreign Countries; *Interpersonal Communication; Japanese; *Language Patterns; Language Research; Linguistic Theory; Mass Media
IDENTIFIERS- Japan; Politeness; *Social Distance; *Talk Show Hosts

A study investigated how a television talk show host manipulates the social and psychological distances in the television show context to entertain guests and audience. An ethnographic approach was taken to the research, and analysis focused on the use of politeness strategies and face-saving and face-threatening interactions. The television talk show in question was a Japanese program hosted by a middle-aged male comedian. Data were derived from the text of the first 2 to 3 minutes of the host's interactions with guests and from interviews with the host and his assistant. While a number of discourse strategies were analyzed, use of the Japanese honorific system and of joking are also discussed here. It is concluded that both were used to manipulate social and psychological distance between participants. The honorific system was used to create or preserve distance so as not to threaten the face of the individuals, and joking was used to lessen distance and satisfy the positive face of the individuals. Contains 41 references. (MSE)

ED 409 715 FL 024 645

Maldonado, Carmen Santos
Lexical Processing in Uneven Bilinguals: An Exploration of Spanish-English Activation of Form and Meaning.
PUB DATE- 97
NOTE- 24p.; For journal issue as a whole, see FL 024 639. For other articles in this issue, see FL 024 640-646.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Contrastive Linguistics; English; Foreign Countries; Language Dominance; *Language Processing; Language Proficiency; Language Research; Linguistic Theory; *Semantics; Spanish; *Vocabulary
IDENTIFIERS- *Cognates

A study of the organization of the bilingual's mental lexicon is reported. First, three major hypotheses are examined: (1) Shared Semantic Store or interdependence hypothesis, suggesting a single conceptual memory system; (2) Separate Semantic Store hypothesis, that words and meanings are stored separately; and (3) Shared-&-Separate Semantic Store hypothesis, which posits two separate lexicons linked by a common semantic conceptual representation. Other factors influencing organization of information are also considered, including degree of difference between the two languages, degree of language dominance, and the demands imposed by linguistic tasks. An experiment with bilinguals is then described, involving a lexical decision task with repetition priming. Subjects were 45 native Spanish speakers with intermediate to advanced knowledge of English. Four independent variables were considered: task language (Spanish or English); second language proficiency (low-intermediate and advanced); degree of cognates (same and

"Japanese ToBI Labelling Guidelines" (Jennifer J. Venditti); and "A Cross-Linguistic Study of Diphthongs in Spoken Word Processing in Japanese and English" (Kiyoko Yoneyama). Individual papers contain references. (MSE)

ED 409 734 FL 024 674

Furumoto, Mitchell A., Ed.; And Others
Working Papers in Educational Linguistics, 1996-1997.
PUB DATE- 97
NOTE- 204p.; Two consecutive issues of this serial have been bound and published together. The individual articles have been separately analyzed, see FL 024 675-683.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Business Administration; Business Administration Education; Classroom Environment; Cross Cultural Training; Cultural Awareness; Educational Change; Educational Policy; Educational Trends; *English (Second Language); Foreign Countries; Graduate Study; Higher Education; *Intercultural Communication; *Language Patterns; Language Planning; Language Research; *Language Role; Language Standardization; Linguistic Theory; North American English; Public Policy; *Quechua; Regional Dialects; Research Methodology; Second Language Instruction; *Second Languages; Speech Acts; Story Telling; Teaching Methods; Trend Analysis; Uncommonly Taught Languages; Welfare Services; Work Environment
IDENTIFIERS- Japanese People; Peru; Politeness; United States

Reports of language research in the 1996 issue include: "Corpus Planning for the Southern Peruvian Quechua Language" (Serafin M. Coronel-Molina); "Foreign Language Planning in U.S. Higher Education: The Case of a Graduate Business Program" (Mitchell A. Furumoto); "Charting New Directions: Of Communication in a Social Service Setting" (Craig Heim); "Appropriacy Planning: Speech Acts Studies and Planning Appropriate Models for ESL Learners" (Mitsuo Kubota). Reports in the 1997 issue include: "Tradition and Transition in Second Language Teaching Methodology" (Teresa Pica); "Cultural Consciousness in a Language Class" (Hiamanti Banerjee); "Language Policy: Status Planning for the Quechua Language in Peru" (Coronel-Molina); "Politeness Strategies in the Workplace: Which Experiences Help Japanese Businessmen Acquire American English Native-Like Strategies?" (Yuko Nakajima); and "Who Is Telling Stories and Whose Stories Are Being Told?" (Anne Pomerantz). An index to 1984-1997 issues of the journal and abstracts of 1996-97 doctoral dissertations done for the Language in Education Division (LED) of the University of Pennsylvania are also included. (MSE)

ED 409 735 FL 024 675

Coronel-Molina, Serafin M.
Corpus Planning for the Southern Peruvian Quechua Language.
PUB DATE- 97
NOTE- 29p.; For serial issue as a whole, see FL 024 674.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alphabets; Bilingual Education; Foreign Countries; Language Attitudes; Language Classification; Language Maintenance; *Language Patterns; *Language Planning; Language Research; *Language Role; *Language Standardization;

Countries; Higher Education; Participatory Research; Qualitative Research; *Science Education
IDENTIFIERS- Australia

This paper examines research in science education, making a case for the interpretive researcher to value both reason and emotion for generating a reflective and reflexive understanding of the classroom experiences of teachers and students. It discusses the role of rationality and emotions in fieldwork, and presents two impressionistic "tales" based on observations of teachers of college science and mathematics in Florida. These composite accounts attempt to portray, through the lens of the researcher's own experiences, the experiences of the persons under inquiry. Literary and artistic metaphors are used to explain the construction of such accounts. The paper argues that a major challenge for ethnographic fieldworkers is how to include the emotions while avoiding the construction of a "self-absorbed self" who loses sight of the culturally different other. Two appendixes present the tales, "A Stern Tale About Learning" and "Familiarity Breeds Intimacy," along with the actual research context of the two accounts. (Contains 32 references.) (MDM)

ED 409 754 HE 030 227

Vermetten, Yvonne; And Others
Change and Stability in Learning Strategies during the First Two Years at the University.
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *College Students; Foreign Countries; Higher Education; Individual Differences; *Learning Strategies; Longitudinal Studies; Majors (Students); *Student Development
IDENTIFIERS- Netherlands

This longitudinal study examined the question of change and stability in students' used learning strategies during the first 2 years of study at the university. A total of 188 students from Tilburg University in the Netherlands took part in the study, including 90 in law, 27 in art, 48 in economics, and 23 in the social sciences. The students completed a 100-item inventory at the end of each semester during their first 2 years of study that covered the four domains of learning, namely cognitive processing strategies, metacognitive regulation strategies, learning orientations, and mental models of learning. Significant shifts in learning activity patterns were displayed by students in all four groups. More deep processing strategies and more self-regulation typified the students in the fourth semester compared to the first semester. Students in economics and art showed more shifts in learning strategies than the students in law and the social sciences. Whereas the results of paired-sample t-tests indicated that students showed fluctuations in the learning strategies used and thus were at least partly flexible, there was also evidence for an underlying consistency in learning strategy use. Pearson correlation-coefficients demonstrated strong associations between used learning strategies in the earlier and later semesters. (MDM)

*Empowerment; Females; Higher Education; Individual Differences; Instructional Design; Instructional Development; Professional Development; Sex Differences; Student Centered Curriculum; *Teacher Empowerment; Women Administrators; *Women Faculty; *Womens Education; *Womens Studies

This book focuses on enabling and empowering women in higher education, and it draws both on research and experience with women-centered teaching and learning practices and professional development and training of women staff. The first section of the book concentrates on women students in higher education. Chapters include: "Women Students and Mature Women Returners: Needs and Development," "Curriculum and Change," "Women-Centered Teaching, Learning and Assessment Strategies," and "Women's Studies Courses." The final chapter in this section includes several case studies revolving about issues such as institutional climate and practices of women's studies, Master of Arts programs, the student body, and undergraduate programs in women's studies. The second section focuses on staff development and training, and chapters include many suggestions and strategies for change and development. Chapters are: "Pyramids and Glass Ceilings: Women's Positions in Higher Education and the Management House," "Women as Managers," "Assertiveness, Confidence-Building and Positive Interactions," "Leadership Issues," "Women Chairing Meetings and Supervising Others," and "Managing the Balancing Act." (All chapters contain extensive references.) (CH)

ED 409 774 HE 030 283

Tierney, William G.
Academic Outlaws: Queer Theory and Cultural Studies in the Academy.
PUB DATE- 97
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Cultural Pluralism; Educational Discrimination; Higher Education; Homophobia; *Homosexuality; Identification (Psychology); Language Patterns; *Lesbianism; Reference Groups; *Self Concept; *Sex Bias; Sex Differences; Sex Education; Sex Stereotypes; Sexism in Language; *Sexual Identity; *Social Change; Social Development; Social Values
IDENTIFIERS- *Homosexual Teachers

This book, written in a narrative style that combines autobiography, case studies, and fiction, presents a picture of academic life as experienced by gay men and lesbian women. The way in which research has defined gay identity is the way lesbian and gay people are identified in the daily life of the university, and it looks to the university faculty as an intellectual vanguard to advance the understanding of sexual orientation and its relation to societal norms. The book is organized in two parts; the first deals with the relationship between cultural studies and "queer" theory, and expands on the notion of culture, the structural and disciplinary implications for academe, how norms get defined, and the distinction between difference and oppression. Part 2 considers the consequences of queer theory upon academic life. It offers an overview of gay identity in college and university life, quotes from interviews with gay academics, includes a discussion of how language is used to hide and frame gay and lesbian issues, and covers issues such as domestic partner benefits and sexual orientation classes. A final chapter calls for the acceptance of sexual identity and offers strategies for the necessary institutional various types of internationalization efforts and activities, (9) comparison of findings from the current study with those of an earlier 1991 study, and (10) further issues. Appendixes include a copy of the Standing Advisory Committee on International Relations' Statement on Internationalization; the 1993 survey questionnaire; and a list of respondents' universities. A French language version of the report is included. (Contains 25 references.) (CH)

ED 409 792 HE 030 302

Singer, Martin
Academic Relations between Canada and China: 1970-95.
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).
PUB DATE- 96
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Area Studies; *Canadian Studies; Colleges; *Cooperative Programs; Exchange Programs; Foreign Countries; Foreign Students; Higher Education; *Institutional Cooperation; International Educational Exchange; *International Programs; International Relations; International Studies; International Trade; Partnerships in Education; Scientific and Technical Information; Study Abroad; Tables (Data); Universities
IDENTIFIERS- *Canada; *China

This report reviews development of Sino-Canadian academic relations over the past 25 years. It offers an overview of four periods of Sino-Canadian academic relations (1970-79, 1979-83, 1983-89, and 1989-95), and briefly describes a number of programs in six areas: (1) foreign trade and economic cooperation, (2) foreign affairs and international trade, (3) science and technology, (4) natural sciences and engineering, (5) social sciences and humanities, and (6) provincial initiatives. Included also are profiles of China-related activities at 30 Canadian universities, including: University of Alberta, University of British Columbia, University of Calgary, Carleton University, Concordia University, Dalhousie University, University of Guelph, Laurentian University of Sudbury, Universite Laval, University of Manitoba, McGill University, McMaster University, Universite de Montreal, University of New Brunswick, University of Ottawa, Universite du Quebec a Chicoutimi, Universite du Quebec a Montreal, Universite du Quebec a Trois Rivieres, Queen's University at Kingston, University of Regina, Ryerson Polytechnic University, Saint Mary's University, University of Saskatchewan, Simon Fraser University, Technical University of Nova Scotia, University of Toronto, University of Victoria, University of Waterloo, University of Western Ontario, and York University. Study findings are summarized from both a Canadian and a Chinese perspective. Twenty-five appendixes contain tables and charts of data and reference material on Sino-Canadian academic cooperative programs. (Contains 14 references.) (CH)

ED 409 793 HE 030 323

Tillman, George; Wasilewski, Ania, Ed.
The International Development Research Centre: A Guide for the Canadian University Research Community = Le Centre de recherches pour le developpement international: guide a

Program Evaluation
IDENTIFIERS- *United Kingdom

This is the final report of the Joint Planning Group for Quality Assurance in Higher Education, whose purpose was to detail proposals for a new agency to improve quality and standards for higher education in the United Kingdom. It proposes that a UK-wide single agency replace the existing Higher Education Quality Council by October 1998. The structure and function of the new agency is discussed as are issues concerning quality assurance, the review process, academic standards, and the form of reviews and outcomes (reports). Also discussed are subject/program area reviews, review cycles and teams, and institutional observers. Collaboration with other organizations such as the Teacher Training Agency is urged. The new agency's functions are identified and include: (1) confirming that their internal quality assurance procedures work well; (2) identifying and disseminating information about innovation and best practice in teaching, learning and student assessment, and (3) providing specific services. Also discussed is transition to the new agency, funding, and cost implications. Attached are a glossary of terms, the Joint Planning Group Terms of Reference document, a list of the Joint Group's members, the Terms of Reference document of the Joint Planning Group Working Part, recommendations regarding higher education and professional and statutory bodies, and recommendations concerning the constitution and membership of the new agency. (LEE)

ED 409 812 HE 030 344

Keith, Kent M.
Faculty Attitudes toward Tenure and Academic Freedom at Private Universities.
PUB DATE- 25 Mar 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; *College Faculty; Due Process; *Employment Practices; *Faculty College Relationship; Higher Education; Institutional Environment; Organizational Climate; Peer Relationship; *Private Colleges; Professional Recognition; Surveys; *Tenure; Universities
IDENTIFIERS- California (South); *Faculty Attitudes; Job Security System

In this study, 76 faculty (48 tenured, 28 nontenured) at 5 private universities were interviewed and asked to rate seven questions on tenure and then comment on their ratings. Faculty were at small and medium-sized colleges and universities in Southern California and represented the fields of sociology, history, biology, and business. The faculty rated job security and due process as more important attributes of tenure than the protection of academic freedom or professional status. They also said that academic freedom would still be moderately well protected on their campuses if there were no tenure system, because of the culture and traditions of the institution, students, the administration, and above all, the faculty themselves. Survey results suggest that de-coupling tenure and academic freedom for purposes of analysis could lead to better employment practices and the expansion of academic freedom to all faculty, both tenured and nontenured. Tables detailing the study's findings are included. (Contains 27 references.)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Freedom; Change Agents; Collegiality; Computer Mediated Communication; Higher Education; *Institutional Role; *Intellectual Disciplines; Intellectual Property; *Peer Relationship; Preservation; *Professional Associations; Professional Development; Scholarly Journals; Scholarship; Standards; *Technological Advancement
IDENTIFIERS- Digital Technology; Information Age; Networks (Persons); Professional Identity; *Scholarly Communication; Standardization

New digital technologies will allow long-standing missions of learned societies to be performed in new ways. Modern learned societies are national networks of scholars and educators with professional interests in a single field or discipline. This document discusses functions of learned societies including: identity (formal recognition for one's field of study as well as individual professional identity for members); information sharing and communication among members; scholarly publications; and professional services (directories of members, job listings, and guides to graduate study). Other topics include: the context of disconnection among scholars in higher education; the changing roles of learned societies in a digital age; and roles for the American Council of Learned Societies. Critical issues identified for assuring optimal usage of connections made more easily with digital technology are: quality and integrity; common formats and standards; preservation; intellectual property; and academic freedom. Learned societies are well-positioned to use new technology to contribute to significant changes underway in the world of scholarship and higher education involving internationalization, interdisciplinarity, and interactive learning. (SWC)

ED 409 831 IR 018 417

A Guide to Federal Technical Assistance Providers. Spring 1997.
PUB DATE- 97
NOTE- 69p.; Produced by the New York Technical Assistance Center.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Educational Finance; *Educational Resources; Elementary Secondary Education; *Federal Aid; Federal Programs; Financial Support; Higher Education; Information Sources; *Organizations (Groups); Questionnaires; Teaching Guides; *Technical Assistance
IDENTIFIERS- New York

The purpose of this guide is to provide educators throughout New York State with a convenient source of information on the network of federally funded technical assistance organizations. It begins with a brief consideration of four areas: (1) what technical assistance is; (2) principles of effective technical assistance; (3) when technical assistance is appropriate; and (4) who provides technical assistance in New York State. Following the first three questions is a brief questionnaire to guide individual discussions with technical assistance providers. In response to the fourth area, some of the federally-funded technical assistance organizations serving New results from individual matrixes, and a model lesson plan. (Contains 22 references.) (AEF)

ED 409 848 IR 018 437

Kovalik, Cindy L.; Dalton, David W.
A Conceptual Framework for Assessment: The Process/Outcome Evaluation Model.
PUB DATE- 97
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Measurement; Context Effect; Evaluation Criteria; Evaluation Methods; *Learning Experience; Measurement Objectives; *Measurement Techniques; *Measures (Individuals); Models; Nontraditional Education; *Testing
IDENTIFIERS- Learning Environments

The adoption of alternative pedagogical philosophies in the classroom has led to an increased use of technology to expand and enhance authentic, contextual learning environments. Correspondingly, these new approaches have also led to a growing dissatisfaction with existing evaluation methodologies to evaluate knowledge. This paper proposes such an evaluation model based on the premise that evaluation strategies should reflect the full range of the experiences of learning. The model incorporates evaluation strategies that provide a composite picture of learning by examining both the learning process and the learning outcome. Dubbed the Process/Outcome Evaluation Model (POEM), the model expands and integrates existing evaluation models by providing the tools that can help decode, interpret, and assess not only what is learned, but also how the learning occurred. The evaluation matrix of POEM contains four categories of measurements: hard-outcome, hard-process, soft-outcome, and soft-process. By analyzing data from each measurement component singly, then collectively, evaluation using POEM becomes more comprehensive than traditional outcome-based testing strategies. (Contains 47 references.) (AEF)

ED 409 849 IR 018 438

Kramer, Kevin M.; Knupfer, Nancy Nelson
Gender Equity in Advertising on the World-Wide Web: Can it be Found?
PUB DATE- 97
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Females; Imagery; Marketing; Nonprint Media; *Sex Bias; *Sex Fairness; Sex Role; Stereotypes; Trend Analysis; *World Wide Web
IDENTIFIERS- Computer Industry; Computer Users; Gender Gap; *Visual Communication; *Web Sites

profession. Each of these relate to electronic communications because new channels are available for interaction via the Internet that open up possibilities for representing and misrepresenting individual and organizational characteristics. The Code of Ethics for the Association for Educational Communications and Technology (AECT) offers some guidance in at least three areas relevant to the Internet: to protect privacy and personal integrity, to distinguish between personal and organizational views, and to give credit where credit is due. While organizations may have once controlled the proliferation of information, in the electronic age, each individual becomes an emissary, potentially influencing the views of others toward an organization. Another issue involves protecting the client and the profession against misrepresentation by individuals of their professional competence or organizational affiliation. Perhaps the most important finding is that there is an inherent conflict between giving credit, and protecting privacy; it is sometimes impossible to do both at the same time. Organizations must develop their own policies, and ask if existing ethical codes address the use of new "interactive" technologies. (AEF)

ED 409 865   IR 018 454

Richey, Rita C.
The Dimensions and Impact of Alternative Views of Theory and Instructional Design.
PUB DATE- 97
NOTE- 5p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Curriculum Design; *Design Requirements; Educational Theories; *Instructional Design; Instructional Effectiveness; Instructional Innovation; Models; *Theory Practice Relationship
IDENTIFIERS- Instructional Systems Development; Macrodesigns; Microdesigns

This paper suggests the need for a broader conceptualization of both instructional design and of instructional design theory, suggesting that this broader view is necessary to establish a truly comprehensive and functional theory base. Theories come in many forms: they can be formal systems of laws and propositions, narrative explanations and predictions, or models which are either verbal, visual or mathematical. The parameters established for design impact the nature and scope of the corresponding design theory; some see design as a planning process while others include content selection and instructional management. The author distinguishes between macro-design models and theory (Instructional Systems Design models describing the entire design project) and micro-design models and theory (lesson design models). Macro-design primarily reflects the primary influence of psychological, instructional, communications and audio-visual theory. Problems in balancing the two may not be so much conflicting definitions of instructional design, but rather conflicting conceptions of the design knowledge base. (Contains 24 references.) (AEF)

ED 409 866   IR 018 455

Final Report. FY97.
SPONS. AGENCY- Wisconsin Technical Coll. System Board, Madison.
PUB DATE- Jun 97
NOTE- 280p.; For the FY96 report, see ED 395 204.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College School Cooperation; Compliance (Legal); Educational Resources; *Equal Education; Higher Education; Inservice Teacher Education; *Leadership Training; Material Development; Resource Materials; Secondary Education; *Sex Fairness; Staff Development; State Surveys; *Statewide Planning; Technical Assistance; *Vocational Education
IDENTIFIERS- *Wisconsin

This report describes the Vocational Equity Leadership Cadre Support Project, which was undertaken to develop a mechanism whereby the University of Wisconsin-Stout (UW-Stout) would provide technical assistance and staff development to the Wisconsin Vocational Equity Leadership Cadre who would help local districts meet the equity assurances stipulated in the Perkins Act and Wisconsin's equity goals. The brief report is followed by appendixes constituting more than 95% of this document, which contain the following: 1996-97 Vocational Equity Leadership Cadre participant list; 1996-97 meeting agendas, evaluations and list of handouts; 1996-97 equity resource guide, which provides title, grade level, format, and descriptions of 373 resources available on loan from UW-Stout; 1996-97 newsletter; equity websites and listservs; and 1989-96 composite report. The composite report summarizes data collected over 7 years from 299 schools using the Wisconsin Model for Sex Equity in Career and Vocational Education. It presents the responses of 885 administrators, 626 counselors, 13,335 teachers, and 90,447 students. (MN)

ED 409 427 CE 074 342

Walker, Elizabeth
Appraisal in FE--Where Are We Now? Developing FE.
PUB DATE- 97
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Evaluation Criteria; Evaluation Methods; Evaluation Problems; *Evaluation Utilization; Foreign Countries; National Surveys; *Personnel Evaluation; Postsecondary Education; Questionnaires; *Systems Approach; Tables (Data); *Teacher Evaluation; Technical Institutes; Vocational Education
IDENTIFIERS- *Great Britain

The extent to which staff appraisal has been implemented at Britain's public sector further education (FE) institutions and the characteristics, benefits, and disadvantages of existing appraisal systems were examined in a survey of 233 FE institutions (36% of all institutions in the public FE sector). Of the FE institutions surveyed, 76% had one appraisal scheme, and 18% had two or more. Of those systems, 57% were introduced in 1992-1994 and 37% covered all full-time staff. FE institutions were using appraisal systems to identify and implement appropriate staff development and identify targets related to organizational objectives for staff development. Appraisal was almost completely unrelated to performance-related pay. Most appraisal systems reflected principles of good practice in terms of development, design, and implementation, and most were separate from disciplinary, of the world and transform behavior. The democratizing of culture is reflected in another trend. The increasing cultural pluralism of society is expanding the notion of what is considered "legitimate" art, who creates art, and what are "acceptable" responses to it. Adult education in the arts and humanities has the following benefits for both individuals and society: development of perceptual ability, ability to exploit a particular medium of expression, ability to engage in the creative process, awareness of the nature of artistic activity, and critique of cultural value systems. (The document contains an annotated listing of 27 resources.) (YLB)

ED 409 443 CE 074 371

Brown, Bettina Lankard
A New Focus for Allied Health Occupations. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Allied Health Occupations Education; Clinical Experience; Curriculum Development; *Educational Change; Educational Development; Educational Trends; *Interdisciplinary Approach; *Medical Services; Nurses; *Nursing Education; Postsecondary Education; Program Development; Social Change

Health care reform is changing the way in which health care is provided and altering the role of allied health professionals, especially nurses. This report examines how education can be responsive to the emerging needs of nurses and other allied health professionals. The diverse settings in which diverse populations are served requires the collaboration of teams of health care providers. Few schools for health professionals provide opportunities for interdisciplinary experiences, even though the holistic care of patients requires such perspective. Health education programs and curricula must incorporate collaborative, interdisciplinary classroom and clinical experiences for nursing and other allied health students. To accommodate the shift in health care focus from disease and illness to health and wellness, clinical experiences must reflect the movement into the community. Teaching philosophies, teacher-student relationship, classroom structure, and evolution of curriculum are at the heart of pedagogical change. Learning has moved beyond mastery of content/skill to lifelong learning concepts that require continuous engagement in critical thinking, questioning, and problem solving in context. Educational experiences must involve active learning with regard to health care access, quality, and cost containment. Clinical and community experiences working with practicing health care professionals and engaging in self-directed learning enhance students' acquisition and application of knowledge and promote lifelong learning. (Contains an annotated listing of 15 resources.) (YLB)

ED 409 444 CE 074 372

Imel, Susan
A New Look at Older Adults. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement

(Smith, Lewis); "Doing Cross-Cultural Research in Adult Education" (Sparks); "Adult Education On-Line" (Spencer); "Synergic Inquiry" (Tang); "Implicit Memory and Transformative Learning Theory" (Taylor); "Innovation as Knowledge and Learning" (Taylor); "Teaching across Borders" (Tisdell, Perry); and "Beyond Disciplinary Consumption in Program Planning Classes" (Wilson, Cervero). (MN)

ED 409 461 CE 074 420

Douglas, Christina A.
Formal Mentoring Programs in Organizations. An Annotated Bibliography.
PUB DATE- 97
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Business; Human Resources; Interpersonal Relationship; Interprofessional Relationship; *Job Training; Labor Force Development; *Mentors; Program Development; Program Implementation; *Staff Development

Designed to help those who develop and implement formal mentoring programs find relevant information, this publication summarizes 80 books and articles selected from the practical and academic literature. Section 1 is an annotated bibliography of the 80 works representative of the available published literature on formal mentoring programs within organizational settings. Sections 2-4 organize information from the annotations in subject areas that are designed to help human resources practitioners, trainers, management-development directors, and other individuals whose responsibilities involve management development within organizations. Section 2 contains a brief historical overview, describing the thinking about and the use of formal mentoring programs. The last two sections review literature on practical issues around program content and development. Section 3 takes a look at the objectives, content, and benefits and drawbacks of mentoring programs. Section 4 offers practical advice for individuals hoping to initiate a formal mentoring program or improve an existing one. It summarizes the recurring themes regarding effective strategies for developing and implementing formal mentoring relationships in organizations. Author and title indexes are provided. (YLB)

ED 409 462 CE 074 421

Some Things DO Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices.
SPONS. AGENCY- Commonwealth Fund, New York, N.Y.
PUB DATE- 97
NOTE- 366p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Apprenticeships; Career Academies; Community Programs; Demonstration Programs; *Dropout Prevention; Education Work Relationship; Educational Opportunities; Educational Quality; Employment Opportunities; Entrepreneurship; Federal Programs; Intergenerational Programs; Noncollege Bound Students; Nontraditional Education; *Out of School Youth; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Rural Areas; Secondary Education; State Programs; Summer Programs; Transitional Programs; *Vocational

coaching concept. (YLB)

ED 409 480 CE 074 469

Walker, Joanna, Ed.
Changing Concepts of Retirement. Educational Implications. Studies in Educational Gerontology.
PUB DATE- 96
NOTE- 159p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Access to Education; Adult Education; *Adult Learning; Age Discrimination; Aging Education; *Aging (Individuals); *Educational Gerontology; Lifelong Learning; *Older Adults; Participation; Preretirement Education; Public Policy; Research Needs; *Retirement; *Social Bias

This text makes explicit the links between education and gerontology and the academic base for preretirement education. "Concepts of Retirement in Historical Perspective" (Joanna Walker) looks at retirement as the following: event, period, social institution, the Third Age, a life stage, productive aging, and a subject of industrial gerontology. "Models of Retirement and Educational Practice" (Walker) starts to make the links between educational concepts and practices and the changing experience of retirement. "Educational Gerontology" (Walker) focuses on the study of retirement and education. "Older Adults and Learning" (Walker) provides an overview of the older adult's learning. "Adapting and Surviving" (David James) considers basic aspects of how one learns and can help oneself and others learn to cope with, enjoy, and prosper in retirement. "Managing Change in Mid and Later Life" (Anthony Chiva) reviews how an individual's potential at birth and developmental and maintenance processes operate into retirement. "Development and Personal Growth" (Lorna Andrew) proposes that one's emotional development is the strongest lifelong influence. "The Ageing Self" (Mike Hepworth) discusses how the subjective experience of aging diverges from the experience of the aging body and the ways in which society categorizes older adults. "Being and Learning in the Late Twentieth Century" (Peter Jarvis) explores three relationships between biography and experience: congruence, disjuncture, and divergence. "Disadvantage in Later Life" (Mary Davies) addresses barriers to continuing education. "Education for an Ageing Society" (Walker) discusses the need to clarify the vision for future policy and action. "Public Education and Social Advocacy" (Walker) focuses on the challenges for research and theory and to older adults and their advocates regarding agendas for educational gerontology. The book contains 163 references and an index. (YLB)

ED 409 481 CE 074 476

Campbell, Clifton P.
Training the Workforce: An Alternate Approach.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- Jul 97
NOTE- 26p.; Paper presented at the Kentucky Tech Prep/School to Work/Vocational-Technical Education Conference (Louisville, KY, July 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

ED 409 499 CG 027 400

Gillies, Robyn
Cooperative Interventions: Strategies To Promote Positive Behaviour.
PUB DATE- Sep 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Queensland Guidance and Counselling Association (9th, Brisbane, Queensland, Australia, September, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Students; *Cooperative Learning; Educational Strategies; Foreign Countries; *Group Dynamics; Higher Education; Interaction; Interpersonal Communication; Intervention; *Learning Strategies; Learning Theories; Peer Influence; Primary Education; Small Group Instruction; *Student Behavior; Teamwork
IDENTIFIERS- Australia

In cooperative learning, children are assigned to small groups to work on curriculum-based tasks while teachers move among the groups to offer assistance and to monitor progress. Despite the benefits and appeal of this learning method, it has been demonstrated that not all cooperative learning groups are equally successful in the classroom. In this 6-week study, the behaviors and interaction characteristics of 192 six-year-old children in structured and unstructured groups were investigated. Five teachers and a class of university students observed and evaluated interactions of the children in video segments. The structured group of children participated in two training sessions about interpersonal and small-group skills which facilitate cooperation. The unstructured group of children were told to cooperate and work together but were given no training. The findings demonstrate clear differences between student behavior in the two groups. Children in the structured condition exhibited more cooperative behaviors and fewer noncooperative behaviors than peers in the unstructured condition. They were also seen to be more responsive to the needs of other group members. These results are consistent with previous research which found that the structure of student work groups influences the level of interaction between group members. (LSR)

ED 409 500 CG 027 427

Zsiray, Stephen W., Jr.; And Others
Everybody Needs To Feel Like Somebody: Building a Ninth Grade Program To Reflect Student Needs.
PUB DATE- Feb 96
NOTE- 32p.; Paper presented at the Annual Meeting of the Queensland Guidance and Counselling Association (9th, Brisbane, Queensland, Australia, September, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Course Selection (Students); Dropout Prevention; Grade 9; High School Students; High Schools; *Needs Assessment; Portfolios (Background Materials); *Potential Dropouts; *School Guidance; School Holding Power; *Student Adjustment; Student Development; *Student Educational Objectives; *Student Needs; Transitional Programs

intolerance, along with its theoretical underpinnings, are examined in this paper. It is believed that five factors shaped the evolution of intolerance: (1) prejudice, which includes the desire for rigidity in the social order; (2) racial identity, or the way in which a child constructs a view of self as a racial person; (3) worthlessness, or self-loathing; (4) distrust arising from the breaching of expected interactions; and (5) cultural world view, or the way a child makes sense of everyday things. All of these elements are discussed within the developmental context. It is argued that racial intolerance manifests itself in a variety of self-defeating and psychologically harming ways for children. Such children are insecure and uncertain about the value of cultural difference. School psychologists must take leadership in helping schools address issues of racial intolerance and prejudice; five redefined roles for school psychologists are outlined: (1) identify the developmental markers of racial identity; (2) develop testing and lifestyle protocols for early identification of racial intolerance; (3) develop effective systemic treatment strategies; (4) learn new consultation roles; (5) accommodate culturally and racially diverse family systems. School professionals are challenged to redefine their existing roles in culturally sensitive ways so that they can support children grappling with racial acceptance and racial self-liking. (RJM)

ED 409 519   CG 027 869

Adams, Ken; And Others
Nevada Youth Risk Behavior Survey, 1995.
SPONS. AGENCY- Center for Disease Control (DHHS/PHS), Atlanta, Ga.
PUB DATE- Dec 95
NOTE- 84p.; Colored graphs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; *High School Students; High Schools; Risk Management; Self Destructive Behavior; *State Surveys; *Student Behavior; Youth Problems
IDENTIFIERS- *Adolescent Behavior; *Nevada; Risk Reduction; Risk Taking Behavior; Youth Risk Behavior Survey

A relatively small number of preventable behaviors, such as drinking alcohol and driving, failing to wear seat belts, and engaging in unprotected intercourse, contribute greatly to morbidity and mortality among youth and young adults. An extensive survey of the risk behaviors of one state's youth is described here. A total of 1,538 responses from students in 57 public high schools were used for the study. Behavior was broken down into six categories: (1) behaviors that result in unintentional and intentional injuries, such as vehicle safety, weapons, fighting and suicide; (2) tobacco use, including cigarettes and smokeless tobacco; (3) alcohol and other drug use; (4) sexual behaviors and health-related outcomes, such as pregnancy; (5) dietary behavior, including an analysis of body weight and food choices; and (6) physical activity or student participation in sports and exercise. Advances in reducing students' risky behaviors are reported and areas that need to be improved are identified. The entire survey is appended in the back, along with statistics on how the questions were answered over a 3-year period so that trends can be discerned. (RJM)

ED 409 520   CG 027 878

low reading readiness skills. The targeted population came from a mid-size, middle-class town in northern Illinois that has experienced recent growth and socioeconomic changes. The problem was evidenced by teacher assessment, teacher observation, and standardized test scores. Probable causes for low reading achievement were attributed to the changing demographics of the community, classroom overcrowding, home influences, and curricular issues. District concern was centered on a lack of adequate phonics instruction in the whole language curriculum. After reviewing the solution strategies suggested in the literature and analyzing the problem setting, an intervention was designed to integrate and transfer phonics skills instruction within a whole language curriculum. Post intervention data revealed an increase in letter/sound relationship and phonemic awareness, specifically knowledge of initial and final consonants and vowel sounds. This in turn resulted in improved reading achievement scores. The combination of phonics skills and a whole language curriculum appears to be a "winner" for meeting the needs of all children and improving the reading achievement of first graders. (Contains 18 references and 8 figures of data; appendixes contain a literacy screening packet and roster, evaluation instruments, lesson plans, phonics worksheets, skill drills, a home reading log, a book buddy reading guide and log, and instructions for taking running records.) (Author/RS)

ED 409 540 CS 012 866

Rupley, William H.; And Others
Graphemic Features of Single Word Recognition and Spelling Performance.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; *Decoding (Reading); Developmental Stages; Elementary Education; Reading Research; Reading Skills; *Spelling; *Word Recognition
IDENTIFIERS- Kaufman Test of Educational Achievement

A study investigated whether developmental patterns found in an earlier study were related to spelling and if salient structural features of words for word recognition contributed to spelling performance. Word recognition (decoding) and spelling data were taken from the normative sample of the Kaufman Test of Educational Achievement. Data were available on approximately 100 students for both word recognition and spelling tests at each grade level (1 through 6). Results of the previous study indicated that structural features contributed greatly to early readers' single word recognition and diminished considerably for older, more competent readers. An identical pattern was noted in the present study for structural features of words and spelling--structural features contributed greatly to early readers' spelling performance and diminished considerably for older, more competent readers. Further research is exploring the contribution of individual structural features of words to determine if the salient orthographic variations in individual children's spelling performance parallel those identified in single word decoding. (RS)

ED 409 541 CS 012 867

Willson, Victor L.; And Others

Student surveys and parent questionnaires suggested that little or no home involvement with the school contributed to this problem. A review of solution strategies suggested by the professional literature, combined with an analysis of the problem settings, resulted in the selection of three major interventions: implementation of writer's workshop, whole group activities to enhance the writing process, and the creation of a safe and predictable environment. Target students showed a positive response to the interventions. (Contains 23 references and 10 figures of data; appendixes contain survey instruments, writing checklist data, student portfolio samples, and student writing samples.) (Author/RS)

ED 409 560 CS 215 840

Bizzell, Patricia
Rhetoric and Social Change.
PUB DATE- Mar 97
NOTE- 41p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Cultural Context; Discourse Analysis; Higher Education; *Instructional Innovation; Language Role; *Rhetoric; *Social Change; *Student Development; *Writing Instruction; Writing Teachers
IDENTIFIERS- Discourse Communities; Public Discourse; *Writing Contexts

This paper contends that rhetoric is a force for social change. It also contends that the study of persuasive discourse--how it works, what gives it force--is rhetoric. Pointing out that in the past "persuasive discourse" has meant public discourse of various kinds but that nowadays scholars usually expand the category to include virtually all forms of communication, including letters and diaries, the paper finds that the study of rhetoric, then, may be said to contribute to social change. It argues that writing teachers should reconceive what they do as the teaching of rhetoric, not only of composition. The paper states this may be controversial because the compositionist mode of approaching writing instruction is to offer students an ever-increasing variety of skills and abilities (i.e., writing correctly, organizing logically, adapting sensitively to discourse community conventions). The paper contends that the rhetorical way of approaching instruction in language use may be called holistic; writing skills are put in the service of a larger project--to enable people to be active participants in the discourses of their society. The paper also considers whether the American social context is really in such disarray that any project of identifying significant values and multiple cultural contents for use in persuasion is doomed; illustrates this kind of multicultural persuasive power by analysis of some texts produced by Japanese Americans in response to their internment during World War II; and discusses how to help students develop this kind of persuasive power. (Contains 17 references.) (NKA)

ED 409 561 CS 215 859

Bhargava, Ambika; Escobedo, Theresa
What the Children Said: An Analysis of the Children's Language

(13) "Grading on Merit and Achievement: Where Quality Meets Quantity" (Stephen Adkison and Stephen Tchudi); (14) "Total Quality: A Farewell to Grades" (Charles McDonnell); (15) "Using a Multidimensional Scoring Guide: A Win-Win Situation" (Gail M. Young); (16) "Students Using Evaluation in Their Writing Process" (Jacob S. Blumner and Francis Fritz); (17) "Unlocking Outcome-Based Education through the Writing Process" (Rick Pribyl); (18) "Portfolio Assessment as an Alternative to Grading Student Writing" (Kathleen Jones); and (19) "Issues To Consider When Scoring Student Portfolios" (Anne Wescott Dodd). Faculty workshops in alternatives to grading student writing were: "Developing Intrinsic Motivation for Students' Writing" (Immaculate Kizza); "Weighing and Choosing Alternatives" (Stephen Tchudi); "Contract Grades: An Agreement between Students and Their Teachers" (Lynda S. Radican); and "Using Rubrics and Holistic Scoring of Writing" (Jean S. Ketter); "Alternative Assessment Methods across the Disciplines" (Pamela B. Childers); and "Communicating with Parents and the Public" (Marilyn M. Cooper). Individual chapters contain references. (NKA)

ED 409 578 CS 215 926

Sadoshima, Saori
Children's Evaluations of Children's Texts: The Relationship between Types of Writing and Writing Strategies.
PUB DATE- Mar 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; Grade 5; Intermediate Grades; Interviews; *Literary Genres; Persuasive Discourse; *Student Attitudes; Writing Evaluation; *Writing Strategies
IDENTIFIERS- Genre Approach; *Textual Analysis; Writing Contexts

A study investigated the extent to which children consider writing strategies in relation to types of writing. Data were evolved by interviewing 48 fifth-grade children on their processes of evaluating other children's papers. Each child was asked to read paired texts, judge their comparative quality, and explain the basis of their judgments. They were also asked to define the genre in which the texts were written. The texts included stories, essays, and persuasive writings. Data analysis confirmed that children do recognize writing strategies according to their definitions of each type of writing. Findings reinforce the importance of linking writing strategies with types of writing in teaching writing. (Contains 28 references; appendixes contain the texts, a list of points mentioned by children for each text, and children's definitions of genre.) (Author/RS)

ED 409 579 CS 215 927

Gutkind, Lee
Creative Nonfiction: How To Live It and Write It. A Ziggurat Book for Talented Beginners.
PUB DATE- 96
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Acts.
PUB DATE- 91
NOTE- 183p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Autobiographies; *Feminism; *Feminist Criticism; Higher Education; *Literary Criticism; *Political Attitudes; Teacher Student Relationship; Womens Studies
IDENTIFIERS- Academic Discourse; Cultural Studies; Faculty Attitudes; *Feminist Pedagogy; Identity Formation; Institutional Practices; *Rhetorical Strategies

This book reflects upon the ways in which contingencies of identity and location shape the writing of academic argument and the living of an academic life. Experimenting with a mode of writing called "narrative criticism," the book interweaves the personal and the theoretical, anecdote and text. It is organized around a number of academic scenes in which the stakes of feminist critical performance are analyzed. The book focuses on occasions, from the conference to the seminar to the professional colloquium, and produces an autobiographical perspective on the mini-dramas of institutional politics. Describing the contradictory demands of authority and complicity for a feminist teacher of literature, the book examines the rhetorical strategies of a feminism traversed by internal debates over its own self-representations. Working through and among quotations of voices that might not otherwise address each other, the book assesses a crisis, and offers a project for moving on. (NKA)

ED 409 598 CS 509 559

Bollis-Pecci, Tamara Sue; Webb, Lynne M.
The Memphis Family Perceptions Instrument: Tests for Validity and Reliability.
PUB DATE- Nov 97
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (83rd, Chicago, IL, November 20-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Construct Validity; Family Characteristics; *Family Environment; Family Involvement; Higher Education; Questionnaires; Reliability; *Student Attitudes; *Undergraduate Students
IDENTIFIERS- Family Communication; *Students as Subjects

A study assessed the usability, retest reliability, and construct validity of an instrument measuring young adults': (1) perceived attention from parents; (2) perceived "normalcy" of family interactions; and (3) perceived consistency of family interactions. The retest reliability study yielded no significant differences between 73 respondents (undergraduate students from 6 homogeneous sections of a sophomore-level basic course in oral communication) from 2 separate administrations completed 8 weeks apart. Construct validity was measured by administering the instrument to 2 subsamples of 21 young adults from the same university (i.e., middle children from large families versus only children and/or honor students). Chi-square analyses yielded significantly different scores in the predicted directions. Results of these tests provided evidence other industrialized country in college attainment, and the academic achievement of American students has been improving in recent years, U.S. students still tend to lag behind students in other countries with respect to some measures of achievement, particularly in mathematics and science. Finally, when compared with other countries that have tested literacy, the U.S. has a higher concentration of adults who score at the lowest literacy levels. Sixteen figures are included. (LMI)

ED 409 618 EA 028 473

Title IX: 25 Years of Progress.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; *Civil Rights Legislation; Dropout Rate; *Educational Attainment; Educational Equity (Finance); Elementary Secondary Education; Equal Education; Females; Higher Education; Mathematics Education; Science Education; *Sex Fairness; Sexual Harassment; *Womens Athletics
IDENTIFIERS- *Title IX Education Amendments 1972

Since the passage of Title IX in 1972, the expectations for women's achievement have risen. This document presents a snapshot of the progress made toward gender equity in education and the barriers remaining. Females have increasingly enrolled in and completed college, obtained a greater number of graduate and professional degrees, participated in athletics, and advanced in terms of educational attainment in comparison with other countries. In addition, three pieces of supporting legislation have been enacted: the Women's Educational Equity Act of 1974; Title IV of the Civil Rights Act of 1964; and the 1976 amendments to the Vocational Education Act of 1963. Women now make up the majority of students in higher education and receive the majority of masters degrees. Women are entering business and law schools in record numbers. However, problems persist with regard to sexual harassment, wages equal to those of similarly qualified men, and intercollegiate athletic scholarships. Seven figures are included. (LMI)

ED 409 619 EA 028 474

Public School Student Staff and Graduate Counts by State, School Year 1995-96. Statistics in Brief.
PUB DATE- Jul 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; *High School Graduates; *Public Schools; *School Personnel; Teacher Distribution; *Teacher Employment; Teacher Student Ratio

How many students were enrolled in public elementary and secondary schools in 1995-96? How many staff members were paid to teach, supervise, and provide support services for education? How many students graduated from high school? The information to answer these and other questions is provided in this National Center for Education Statistics (NCES) report, the State Nonfiscal Survey of Public Elementary and Secondary Education. The survey is an annual state-level collection of student, staff, and high school graduate counts for grades prekindergarten through 12. The data are collected from state education agencies, processed and edited by the U.S. Bureau of

(141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Building Design; Cost Effectiveness; Educational Complexes; *Educational Environment; Educational Facilities; *Educational Facilities Design; *Educational Facilities Improvement; *Educational Facilities Planning; Educational Innovation; Elementary Secondary Education; Foreign Countries; Higher Education; Physical Environment; *School Buildings; Space Utilization
IDENTIFIERS- *Organisation for Economic Cooperation Development

Improving the quality of educational buildings is one of the objectives of the Organisation for Economic Co-Operation and Development (OECD) Programme on Educational Building (PEB). The PEB does this by disseminating information about ways to produce quality educational buildings at a reasonable cost. This report contains descriptions of buildings from OECD member countries that illustrate good architectural design and management in schools. The schools were selected on behalf of the PEB by an international jury. The innovative facilities were nominated for their: (1) special contribution to teaching and learning; (2) special awareness of the architectural heritage or their surrounding environment; (3) particular contribution to urban renewal or to the resolution of urban problems; (4) particular contribution to education and community life in rural areas; or (5) imaginative use of buildings and grounds. Photographs, floor plans, and illustrations accompany the text. (LMI)

ED 409 638 EA 028 495

Performance Standards in Education: In Search of Quality.
PUB DATE- 95
NOTE- 221p.; Published in French under the title "Les Normes de Resultats dans L'Enseignement: A La Recherche de La Qualite."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Comparative Analysis; *Educational Assessment; *Educational Quality; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; *International Education; Performance
IDENTIFIERS- *Organisation for Economic Cooperation Development

Since the early 1980s, policymakers, practitioners, and researchers in member countries of the Organisation for Economic Co-Operation and Development (OECD) have shown unprecedented interest in the setting and evaluating of educational standards and in improving assessment procedures. This book is the outcome of a study undertaken by the OECD in 1994 at the request of the Government of the United States. A conference held in Paris in December 1993 launched the study; experts from 10 OECD countries were then commissioned to write case-study reports, which were presented at a seminar in Paris in October 1994. The study was carried out under the auspices of the Center for Educational Research and Innovation (CERI) and the Education Committee. The book contains an overview by John Lowe, followed by the 10 case studies from Australia, Canada (Ontario), England and Wales, France, Germany (North Rhine-Westphalia), Ireland, Japan, Spain, Sweden, and the United States. A synthesis offers a functional model of reform and considers the ways in which the United States and other governments could profit from the case studies. A total of 15 tables and 24 figures are included. (LMI)

ED 409 639 EA 028 496

habitats, discusses the importance of protecting and enhancing existing natural areas, and explains the features of other special projects. One table describes which locations, kinds of plants, and patterns will achieve certain results; another table provides examples of wildlife habitat components and the wildlife that use them. Section 2 describes stages in getting started, including suggestions for developing a planning and implementation committee. The third section provides suggestions for evaluating existing grounds, planning, prioritizing, scheduling, and budgeting. Tips for obtaining materials, equipment, and funding are offered in section 4. The fifth and sixth sections describe ideas for ensuring project continuity and for using the natural area/wildlife habitat for educational purposes. A table identifies ways to evaluate and measure outcomes, using appropriate materials and methods. Lists of resource organizations in Michigan and related literature are included. Three tables and 10 figures are included. (LMI)

ED 409 659   EA 028 524

Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment before and after School.
PUB DATE- 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cost Effectiveness; Costs; Elementary Secondary Education; *Extended School Day; Outreach Programs; Partnerships in Education; Program Evaluation; *School Community Programs; *School Community Relationship; School Safety; School Schedules; *Summer Programs; *Time Factors (Learning)
IDENTIFIERS- *Community Learning Centers

Keeping schools open longer--before and after school, and during the summer--can turn schools into "Community Learning Centers." By keeping school doors open during nontraditional school hours, the school provides students, parents, and the community with access to valuable educational resources. This guidebook outlines the steps needed to successfully convert a school into a community learning center and lists resources for further information and assistance. The guidebook provides concrete suggestions for estimating typical costs, developing a community-learning-center budget, building consensus and partnerships, conducting a community assessment of needs and resources, designing an effective program, considering logistical issues, obtaining qualified staff, and evaluating a program's accomplishments. The guidebook also lists resource organizations, resource activities at and publications from the U.S. Department of Education, and federal resources. Appendices define typical costs, outline the elements of quality in child-care programs and the elements of a budget worksheet, and offer strategies for building consensus, designing an effective program, handling logistical issues, recruiting qualified staff, evaluating the program. (Contains 25 references.) (LMI)

ED 409 660   EC 305 640

Ford, Donna Y.; Thomas, Antoinette

and the ADA, and presents a 10-step process for implementing the ADA. Chapters 3 through 28 present company case studies that highlight the reasonable accommodations companies have made to include people with disabilities in their workforce. The profiles contain examples of training programs, policy statements, planning documents, job analysis formats, messages to employees, ADA implementation checklists, workplace assessments, and ergonomic evaluations. Chapters 29-36 describe case studies in which rehabilitation agencies have assisted companies at little or no cost. The capabilities of rehabilitation organizations in training persons with disabilities in needed business skills, training business people in disability management techniques, and providing on-site assistance to businesses are discussed. Chapter 37 focuses on managing AIDS in the workplace and chapter 38 highlights access technologies. Appendices include ADA and disability awareness information resources and a supervisor's guide to ADA. (CR)

ED 409 677   EC 305 723

McDonnell, Lorraine M., Ed.; And Others
Educating One & All: Students with Disabilities and Standards-Based Reform.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 304p.; Prepared by the Committee on Goals 2000 and the Inclusion of Students with Disabilities.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Curriculum Development; *Disabilities; Diversity (Student); Educational Assessment; *Educational Change; Educational Innovation; Educational Practices; Elementary Secondary Education; Evaluation Methods; *Inclusive Schools; Individualized Instruction; Mainstreaming; Outcomes of Education; *Regular and Special Education Relationship; Special Education; Student Characteristics; *Student Evaluation; Theory Practice Relationship
IDENTIFIERS- *Goals 2000; Individuals with Disabilities Education Act

In this book, the Committee on Goals 2000 and the Inclusion of Students with Disabilities addresses standards-based reform and the education of students with disabilities, and presents recommendations to states and communities that seek to make these reforms consistent with current policies and practice in special education. The first chapter provides an overview of the committee's study of standards-based reform and students with disabilities. Chapter 2 compares the federal and state policy frameworks supporting standards-based reforms and special education, discusses the difficulties of translating policy into practice, and analyzes the incentives each framework creates for serving students with disabilities. Chapter 3 describes the heterogeneity of students with disabilities and considers how this may affect their participation in standards-based reforms. An overview of post-school outcomes is presented in chapter 4, along with curricular and instructional issues for students with disabilities and their relationship to the standards. Chapter 5 analyzes the use of large-scale assessments for measuring student progress relative to state standards and for ensuring that the education system is publicly accountable. The last chapter presents the committee's 12 recommendations. Appendices concludes by stating the need for experimental and survey research to help steer the actions of forward thinking curriculum planners. (CR)

ED 409 695 EC 305 744

Williams, Christine A.
Genetic Wild Card: A Marker for Learners at Risk.
PUB DATE- 97
NOTE- 75p.; Master's Thesis, Grand Valley State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Autism; Brain Hemisphere Functions; *Cognitive Processes; Communication Problems; Creativity; Educational Strategies; Elementary Secondary Education; Genetics; *Gifted; *High Risk Students; *Learning Disabilities; Parent Education; Perception; Personal Autonomy; *Student Characteristics; Student Needs

This paper surveys past and current theories about the workings of the mind, current brain research and psychological applications of non-linear dynamics. Parallels are drawn between the world of high-functioning autism, gifted individuals with learning disabilities, and aspects of genius. An organizing theory is presented, which includes these three groups as well as a broader population. Recommendations for educating students with different characteristics are made. Chapter 1 addresses brain hemispheric preferences, defines characteristics of the left and right hemispheres of the brain, and discusses learning style theory, multiple intelligences, the Triune Brain Theory, the Somatic Marker theory, how neurons work, and chaos concepts. Chapter 2 discusses the common ground between individuals with high-functioning autism, giftedness and learning disabilities, and genius characteristics. High intelligence, uneven skill development, perceptual anomalies, and difficulties in communication are highlighted common characteristics. Family traits and genetic links are also discussed. The final chapter uses the qualities of self-mastery, the need to invent, and the ability to communicate to classify different types of individuals. Separate lists of educational strategies to address these differences are provided for students, parents, teachers, and administrators. (Contains 44 references.) (CR)

ED 409 696 EC 305 745

Lawson, Hal; Briar-Lawson, Katharine
Connecting the Dots: Progress toward the Integration of School Reform, School-Linked Services, Parent Involvement and Community Schools.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.
PUB DATE- 97
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Cooperative Planning; *Delivery Systems; *Disabilities; Educational Change; Educational Innovation; Educational Technology; Elementary Secondary

different); and repetition (repetition within languages, repetition between languages, no repetition). Results indicate the subjects had different reaction times depending on language used, proficiency, and repetition condition when considered separately; there was no interaction of variables found. It is concluded that current theories about the organization of bilingual lexicon are oversimplified, and further research is needed. Contains 48 references. (MSE)

ED 409 716 FL 024 646

Takahashi, Toshiaki
Japanese Learners' Acquisition and Use of the English Article System.
PUB DATE- 97
NOTE- 15p.; For journal issue as a whole, see FL 024 639. For other articles in this issue, see FL 024 640-645.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Cloze Procedure; College Students; *Determiners (Languages); *English (Second Language); Foreign Countries; *Grammar; Higher Education; *Language Patterns; *Language Processing; Language Research; Linguistic Theory; Second Language Instruction; Second Language Learning
IDENTIFIERS- Japanese People

A study of Japanese learners' acquisition of the article system in English noun phrases investigated whether (1) presence or absence of a modifier affected the choice of definite article used, and (2) whether the choice of definite article was influenced by reliance on knowledge of commonly-occurring sequences. Subjects were 111 Japanese university students who completed a multiple-choice cloze test and a multiple-choice article insertion test. Results indicate the learners' responses were more accurate when the noun phrase modified by a prepositional phrase required the definite articles than when it did not. Thus the subjects tended to use the definite article for modified noun phrases even if there was more than one potential entity to which the modified noun phrase referred. It was also found that the subjects' responses were significantly more accurate when use of "the" was in accord with commonly-occurring sequences than when it was not. Pedagogical implications are discussed. The tests are appended. Contains 24 references. (MSE)

ED 409 717 FL 024 647

Tharp, Roland G.
From At-Risk to Excellence: Research, Theory, and Principles for Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Change Strategies; *Cultural Pluralism; Economically Disadvantaged; Educational Change; Educational Environment; Educational Quality; *Educationally Disadvantaged; Elementary Secondary Education; *Excellence in Education; Family Role; *High Risk Students; Higher Education;

*Multilingualism; *Quechua; Regional Dialects; Research Methodology; Spanish; Uncommonly Taught Languages; Vocabulary Development
IDENTIFIERS- *Peru

The discussion of corpus planning for the Southern Quechua language variety of Peru examines issues of graphization, standardization, modernization, and renovation of Quechua in the face of increasing domination by the Spanish language. The efforts of three major groups of linguists and other scholars working on language planning in Peru, and the successes and difficulties they have encountered or created in their work, are described. Several recommendations are made for Quechua research, planning, and maintenance, including formation of an interdisciplinary commission to study and strengthen terminology, application of the Pan-Quechua alphabet, promotion of translation into Quechua for the native-speaking population, creation of an academic institute to teach Quechua, promotion of Quechua courses in higher education, and intercultural bilingual education in native Quechua-speaking areas. Appended materials include a classification of dialects, notes on the three linguist groups, proposed graphization systems, and examples of modernized Quechua words. Contains 30 references. (MSE)

ED 409 736 FL 024 676

Furumoto, Mitchell A.
Foreign Language Planning in U.S. Higher Education: The Case of a Graduate Business Program.
PUB DATE- 97
NOTE- 16p.; For serial issue as a whole, see FL 024 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration Education; Cultural Awareness; *Cultural Education; Educational Policy; Foreign Countries; Graduate Study; Higher Education; *Intercultural Communication; *International Studies; Language Planning; *Language Role; Program Descriptions; Public Policy; Second Language Instruction; Second Language Learning; *Second Languages
IDENTIFIERS- *Lauder Institute of Management Internatl Studies; National Defense Education Act Title VI; University of Pennsylvania

Trends in the planning and teaching of ethnic and foreign languages in the United States are examined, and the Language and Cultural Perspectives program of the University of Pennsylvania's Lauder Institute, a graduate program in management and international studies, is presented as illustration of a successful program of foreign language education that supports global language planning. Literature on immigrant (ethnic) languages, language planning and maintenance, and Title VI of the National Defense Education Act are reviewed, and the way in which the Lauder Institute program responds to some central issues is examined. Program structure is described briefly, noting the combining of language instruction and cultural immersion in an overseas study experience, continued instruction integrating language, business and culture, and summer internship opportunities. Contains 34 references. (MSE)

ED 409 737 FL 024 677

ED 409 755   HE 030 228

Cohen, LeoNora M.; Russell, Anne
Revisiting Novicedom: Learning To Teach Educational Psychology.
PUB DATE- 28 Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Beginning Teachers; Case Studies; *College Faculty; *College Instruction; Course Content; *Course Organization; *Educational Attitudes; *Educational Psychology; Experiential Learning; *Faculty Development; Higher Education; Reflective Teaching; Teacher Education; Teaching Methods

This study sought to analyze the process of learning to teach a course in educational psychology, focusing on the role of experience and expertise in facilitating or inhibiting the process. Using action research methodology, correspondence between the instructor and a colleague on the process of learning to teach the course was analyzed to examine the instructor's assumptions about course design, teaching methods, student assignments, time constraints, and attitudes toward the course. Student and instructor journals were also examined to determine how the students learned various topics in the course and how the instructor's attitudes toward the course developed over the semester. Reflections of the instructor and her colleague are discussed in light of the instructor's knowledge of pedagogical purpose, expectation for high levels of accomplishment by students, belief in the ability to change students' beliefs, and willingness and ability to learn new things. (Contains 43 references.) (MDM)

ED 409 756   HE 030 230

MacFarland, Thomas W.; Yates, Jan M.
Presidents of Independent Colleges and Universities Judge the Usefulness of the Economic Impact Study.
PUB DATE- May 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *College Presidents; *Economic Impact; Educational Attitudes; Educational Economics; Higher Education; Institutional Research; *Private Colleges; Questionnaires; School Size; Tables (Data)
IDENTIFIERS- *Economic Impact Studies; Southern Association of Colleges and Schools

This study examined the extent to which presidents of independent colleges of the Southern Association of Colleges and Schools commissioned economic impact studies and their views on the usefulness of such studies. Seventy-three presidents completed a survey questionnaire in the spring of 1997. Responses indicated that 21 schools had conducted an economic impact study in the last 3 years, and that 86 percent of the presidents of these schools indicated that the studies were very useful. Additionally, 61.9 percent of these institutions indicated that they planned to conduct another study in the next 3 years. In contrast, of the remaining 52 institutions that had not conducted an economic impact study in the last 3 change. (Contains 100 references.) (CH)

ED 409 775 HE 030 285

Miller, Michael T.; Miller, Gary
Shared Authority in Professional Education Governance: Roles and Desires of Full-Time Faculty.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Organization; *College Faculty; *College Governing Councils; Decision Making; Empowerment; *Faculty College Relationship; *Governance; Governing Boards; Graduate School Faculty; Higher Education; *Participative Decision Making; Policy Formation; Politics of Education; Power Structure; Professional Autonomy; Professional Education; Teacher Administrator Relationship; Teacher Rights

The purpose of this study, conducted as part of the National Data Base on Faculty Involvement in Governance Project, was to examine the perceptions of full-time faculty at a private professional graduate school of their involvement in governance in relation to an ideal system of shared authority and involvement. Data were collected using a survey instrument that contained 10 categorical response questions including the characteristics of an ideal governance process and beliefs about current faculty roles in institutional governance. Twenty-seven usable responses, which represented a 90 percent response rate, were received. Results showed that respondents agreed with four key statements: (1) faculty should assist in clarifying administrator roles; (2) faculty must insist on rights and responsibilities for appropriate governance roles; (3) faculty should be more involved in developing budget expenditures; and (4) the faculty voice is a valuable component in decision making. Responding faculty also perceived the ideal governance process as a system where they were involved early in the decision-making process and were empowered to question policy through a formal process. Two tables summarize response data. (Contains 13 references.) (CH)

ED 409 776 HE 030 286

Pitter, Gita Wijesinghe; And Others
Hours to Graduation: A National Survey of Credit Hours Required for Baccalaureate Degrees.
PUB DATE- May 96
NOTE- 34p.; Paper presented at the Association for Institutional Research Annual Forum (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Allied Health Occupations Education; *Bachelors Degrees; *College Credits; Data Analysis; *Degree Requirements; Degrees (Academic); Engineering Education; Higher Education; Professional Education; Public Colleges; Public Education; Required Courses; State Norms; State Surveys; State Universities; Tables (Data); Technical Education; Undergraduate Study; Universities; Vocational Education
IDENTIFIERS- *State University System of Florida; *Time to Degree

In the context of an increased emphasis on accountability in higher education and time taken to earn a baccalaureate degree,

l'intention des scientifiques des universites Canadiennes.
PUB DATE- Apr 94
NOTE- 120p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Development; *Developing Nations; *Financial Support; Foreign Countries; Higher Education; International Programs; Modernization; Research and Development; *Research Opportunities; Research Projects; Technical Assistance
IDENTIFIERS- Canada; *International Development Research Centre ON

Written in both English and French this is a manual for the Canadian research community. It describes the International Development Research Centre (IDRC) and its operations. The main objective of the IDRC is to assist scientists in developing countries to identify and conduct research into long term practical solutions to development problems. While it principally supports research conducted by Third World researchers, the Center also allocates about 18 percent of its annual program budget to cooperative projects. Within its core areas of interest, 23 percent of funds are allocated to integrating environmental, social, and economic policies; 18 percent to technology and environment; 20 percent to food systems under stress; 16 percent to information and communication for environment and development; 13 percent to health and the environment; and 10 percent to biodiversity. The role of the IDRC in Canadian research is detailed including information about establishing cooperative programs and contacting developing country researchers. Guidance is provided regarding the IDRC project approval process, project monitoring and evaluation, funding, and establishing contact with the IDRC. Lists of readings, IDRC regional offices, and IDRC governors are appended. (Contains 14 references.) (JLS)

ED 409 794 HE 030 324

Russell, Alene Bycer, Ed.; Christal, Melodie E., Ed.
Compendium of National Data Sources on Higher Education.
PUB DATE- Oct 96
NOTE- 210p.; For the previous edition, see ED 365 263.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Faculty; College Libraries; *Data; Databases; Educational Facilities; Educational Finance; Enrollment; *Higher Education; Information Dissemination; *Information Sources; Salaries; Statistical Data

This reference work is an updated guide to 115 major national data sources related to higher education including surveys and databases, reports, statistical digests, and other means for making data available. It focuses on sources of data that are national in scope, updated and made available on a regular or periodic basis, and useful for policy analysis and development in relation to postsecondary education. Information on each source includes organization or agency name including acronyms, data source/title, description, data collected/reported, data availability, current data uses, publications, source/contact,

(Author/LEE)

ED 409 813 HE 030 345

Hurd, Richard; And Others
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education. Volume 22.
PUB DATE- Jan 96
NOTE- 306p.; For previous Volume 21, see ED 382 109. Statistical analysis printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adjunct Faculty; Change Agents; *Collective Bargaining; Colleges; *Contracts; Elections; *Faculty College Relationship; Faculty Organizations; Foreign Countries; Geographic Distribution; Graduate Students; Higher Education; Negotiation Agreements; Statistical Analysis; Tables (Data); Teacher Associations; *Unions
IDENTIFIERS- Canada; United States

This Directory details unionization activities among college and university faculty in 1995 in the United States and Canada. It indicates that the number of professors represented by academic unions has increased 1.65 percent from the previous year, with 434 bargaining agents on 1,022 public sector campuses and 70 bargaining agents on 98 private colleges and universities. It also discusses the six collective bargaining elections held in the year, including four first contracts and participation by the American Association of University Professors, the American Federation of Teachers, and the National Education Association. Most of the directory presents a statistical analysis in the form of tables presenting data such as: (1) faculty contracts and bargaining agents in public and private institutions in the United States; (2) adjunct faculty contracts and bargaining agents, United States; (3) graduate employee bargaining agents in the United States; (4) faculty collective bargaining at Canadian universities; (5) geographic distribution of unionized faculty; (6) bargaining agents, by state; (7) roster of institutions affected by the Yeshiva decision; (8) status of public sector collective bargaining legislation; and (9) merged bargaining agents. "No-agent" votes (1971-1995) are listed. An index of U.S. and Canadian institutions cited in the Directory is provided. (LEE)

ED 409 814 HE 030 346

Johnson, Beth Hillman, Ed.
Higher Education Collective Bargaining: Back to "CB" Basics. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions. School of Public Affairs, Baruch College (24th, New York, New York, April 1996).
PUB DATE- Apr 96
NOTE- 183p.; For the 1995 proceedings, see ED 388 130.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Freedom; Arbitration; *Collective Bargaining; College Administration; College Faculty; Colleges; Employee Attitudes; Foreign Countries; Grievance Procedures; *Higher Education; Labor Legislation; Labor Relations; *Unions
IDENTIFIERS- Canada; United States

This collection of 18 papers review the fundamentals in

York are profiled. A list of questions that should be answered before a technical assistance provider is consulted are included and divided under the topics: readiness, environmental analysis, planning, implementation, assessment/evaluation, and institutionalization. A table of contents lists technical assistance providers by the following categories: adult education and learning; bilingual education; environmental education; equity; evaluation, standards, and student testing; general information; gifted education; health education; mathematics; postsecondary education; reading; science; school reform and improvement; students at risk; technology; urban education. An ERIC Clearinghouse directory is appended. (AEF)

ED 409 832 IR 018 421

Abel, Omalley, Ed.; And Others
Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (19th, Albuquerque, NM, February 14-18, 1997).
PUB DATE- 97
NOTE- 487p.; For individual papers, see ED 403 877-879, ED 403 883, ED 405 321, ED 405 841, ED 407 393, ED 408 993, and IR 018 422-IR 018 469.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Uses in Education; Distance Education; *Educational Strategies; *Educational Technology; Elementary Secondary Education; Higher Education; Hypermedia; Instructional Design; Instructional Material Evaluation; Instructional Materials; Lifelong Learning; Multimedia Materials; Sex; Teacher Role; World Wide Web
IDENTIFIERS- *Collaborative Learning; *Problem Based Learning

This proceedings volume contains 57 papers. Subjects addressed include: cooperative technology education; children's learning strategies with hypermedia lessons; problem-based learning; instructional methodologies for lifelong learning; interactive television (ITV) design; theoretical bases for Human Performance Technology (HPT); use of cognitive tools in interactive multimedia applications; studies in intellectual history; teaching concepts; problem based learning; professional practice; cooperative learning and affiliation in ITV; technology, mass media, society, and gender equity; participant analysis of an on-line discussion list; visual aesthetics and functionality of Web pages; distance education; process/outcome evaluation model for assessment; gender equity in Web advertising; open-ended learning environments; electronic mail in foreign language learning; language, gender, and cyberspace; text design; distance education programs; instructional systems design and preservice teachers; role and effectiveness of technology resource teachers in public schools; teaching educational technology; instructional technology benchmarks for teacher preparation programs and K-12 school districts; drawing as visual-perceptual and spatial ability training; strategies for electronic interviewing; gender stereotypes and selling techniques in television advertising; rapid prototyping; building online communities; ethics, intellectual property, and new technologies; alternative views of theory and instructional design; educational technology; print versus online scholarly publishing and the peer review process; evaluation of English as a second language (ESL) software; motivational techniques; preservice teacher's perceptions of the future of computers in

Recent attention to gender equity in computer environments, as well as in print-based and televised advertising for technological products, suggests that gender bias in the computer environment continues. This study examined gender messages within World Wide Web advertisements, specifically the type and number of visual images used in Web banner advertisements, gender roles depicted within them, and whether these advertisements contribute to the established stereotypes regarding roles of computer users. The Internet sampling was done on a Power Macintosh computer using Netscape Navigator, version 2.0. Over 50 banner ads were selected from topical pages in the five search engine services available with Netscape. Most of the visual representations of women in Web advertising are a reflection of current trends used in other media. The ads tend to depict women in supportive or subordinate roles. Consistent with other commercial advertising formats, males were found in the leadership and authority roles, while females were generally portrayed in more passive roles. When women were the only individuals in the advertisement, the ad copy usually reflected a biased message toward the abilities and function of the women in their roles as professionals. Educators can play a significant role in the process of promoting gender equity in advertising by exposing the practices in society that are biased, especially those related to computers. Sixteen figures offer sample advertisements. (Contains 18 references.) (AEF)

ED 409 850 IR 018 439

Land, Susan M.; Hill, Janette R.
Open-Ended Learning Environments (OELEs): A Framework for Design and Development.
PUB DATE- 97
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Concept Formation; Discovery Learning; *Educational Environment; *Experiential Learning; *Instructional Design; Instructional Materials; *Learner Controlled Instruction; Nontraditional Education; Problem Solving; Relevance (Education)
IDENTIFIERS- Conceptual Frameworks; *Open Ended Learning Environments; Reflective Practice

Open-ended learning environments (OELEs) provide contexts to support exploration, experimentation, and problem-solving. This paper creates a context for understanding the issues and challenges associated with the design and development of OELEs. Discussion first centers on characteristics of OELEs which differ from traditional learning environments in the roles of context, the importance of multiple resources and tools, and the responsibilities of the learner. Next, the following assumptions are presented, along with the associated design issues: (1) understanding is best achieved when situated in relevant contexts that support the learner in connecting personal beliefs and experiences with formal concepts; (2) provision of resources and tools help learners connect and manipulate understanding; and (3) learners must take more responsibility for monitoring and reflecting upon the learning

Robinson, Rhonda S.
Stories of Our Teaching: Educational Technology in Context and You Have a T-Rex Here?
PUB DATE- 97
NOTE- 5p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Computer Literacy; Computer Mediated Communication; Doctoral Programs; *Educational Technology; Higher Education; *Instructional Innovation; Personal Narratives; Qualitative Research; Research Methodology; Teacher Education; Teaching Methods
IDENTIFIERS- *Course Development; Northern Illinois University; *Personal History; Scholarly Communication

This document contains an introduction to a group of papers in which the authors/professors who have designed and taught graduate or undergraduate courses in educational technology engage readers in the ideas of narrative as a part of teaching. The instructors also encourage readers to consider alternate approaches to teaching and learning that accompany the course content, background, and methods presented. The author describes her development from technology-illiterate middle school English teacher to a scholar of educational communications. Discussion includes her education and qualitative research conducted during her study of research methods and statistics with an educational anthropologist and sociologists. The author then describes one of her courses at Northern Illinois University, a doctoral seminar that focuses on research problems in the field of educational communications technology. It allows students to develop a literature review and a preliminary proposal on their chosen topic. By the end of the class, students begin to understand the field's more critical questions regarding ethical effects, and the qualitative questions of how technology works in the world of education. (AEF)

ED 409 867 IR 018 456

Ryder, Martin
Print vs. Online Scholarly Publishing: Notes and Reflections on the Peer Review Process.
PUB DATE- 97
NOTE- 4p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Change Agents; *Electronic Journals; Electronic Text; Faculty Publishing; Higher Education; Information Technology; Ownership; *Publishing Industry; Scholarly Journals; Writing for Publication
IDENTIFIERS- *Peer Review Organizations; *Scholarly Communication; Scholarly Writing

This paper addresses some of the major shifts in thinking about grievance, capability, promotion, and reference procedures. Most monitoring and evaluation systems focused on individuals rather than the organization. Appraisal systems were praised for contributing to staff and organizational development and providing opportunities for dialogue between appraiser and appraisee. The most commonly cited disadvantage of appraisal systems was the heavy time commitment involved (especially for appraisers). (Eleven tables are included. The report contains 26 references, a 48-item bibliography, the survey questionnaire, and 31 figures.) (MN)

ED 409 428 CE 074 347

Agribusiness and Natural Resources Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 97
NOTE- 478p.; Supersedes ED 358 265.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; *Agricultural Education; Agricultural Engineering; Agricultural Machinery; Auto Mechanics; Behavioral Objectives; *Competency Based Education; Conservation Education; Curriculum; Employment Qualifications; Entry Workers; Environmental Education; Equipment Utilization; Evaluation Criteria; Forestry Occupations; Horticulture; Job Skills; *Natural Resources; Off Farm Agricultural Occupations; Postsecondary Education; Secondary Education; State Curriculum Guides; *State Standards; *Statewide Planning; Student Evaluation; Teaching Guides; Turf Management; Veterinary Assistants; Vocational Education; Zoos
IDENTIFIERS- *Florida

This document contains vocational education program course standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary and postsecondary level as part of the agribusiness and natural resources education component of Florida's comprehensive vocational education program. Curriculum frameworks are provided for 27 programs/clusters: introduction to agriscience technology and environmental sciences; orientation to agriscience technology and environmental sciences; exploration of agriscience technology and environmental sciences; fundamentals of agriscience; agribusiness cooperative education-on-the-job training; agricultural business technology; agricultural education directed study; agricultural mechanics cluster (agricultural machinery mechanics, agricultural machinery operations, diversified agricultural mechanics); agricultural production technology; agricultural sales and services; agricultural technology; animal products processing; aquaculture; citrus production technology; crop and specialty plant production; environmental horticulture science and services cluster (floriculture, irrigation operations, landscape operations, nursery operations, sport and recreational turf operations); forest management; forestry and natural resources cluster; forest technology; golf course operations; landscape technology; ornamental horticulture technology; park management; pest control technology; turf equipment management; veterinary and animal science and services cluster; and zoo animal technology. Each curriculum framework includes some or all of the following: program title, occupational area, grade level, length, certification awarded; major concepts/content covered in the course; laboratory

(ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Education; Adult Learning; Age Discrimination; Computer Literacy; Computer Mediated Communication; Information Sources; Intergenerational Programs; *Internet; *Mixed Age Grouping; *Older Adults; *Participation; *Users (Information)

Current trends related to older adults have the potential of influencing programs and services in adult, career, and vocational education. The amount and kind of learning in which older adults engage is one trend of interest to educators. A 1997 study reveals that older people are learning in numbers and amounts of time expended at a rate far exceeding expectations. Studies of participation in formal or organized adult education programs reveal that the percentage of older adult participants is modest but expected to grow. A second trend that appears in recent literature is advocacy of age-integrated, instead of age-segregated, programs and policies. Educators should integrate the perspectives of older adults and what is known about their learning styles and preferences into ongoing programming. The plethora of information available over the Internet both about and for older adults is a third trend related to older adults with implications for educators. Many older adults are actively using the Internet as both consumers and producers of information. Information about many aspects of aging can be found on the Internet. The use of the Internet by older adults is consistent with the kind of education in which they tend to engage--informal and noncredit, and educators need to consider how they can use it to support and deliver educational programming for older adults. (An annotated list of 16 print resources and a list of 5 resource organizations are provided.) (YLB)

ED 409 445 CE 074 374

Bardine, Bryan
Teacher Research: Getting Started. Research to Practice.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Jun 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Adult Educators; Adult Literacy; *Educational Research; Literacy Education; *Noninstructional Responsibility; Research Design; *Research Methodology; Research Needs; Research Skills; Teacher Effectiveness; *Teacher Researchers; *Teacher Role

Typically, teacher research is conducted because teachers want to have some questions answered. Starting effective teacher research begins by framing the question in a way that will yield the best research. Three important suggestions when framing teacher research questions are as follows: the question needs to be open ended enough to allow possibilities to emerge; teachers should choose research by considering what interests or intrigues them in their own classrooms; and teachers should investigate broader teaching dilemmas that have arisen. Two suggestions for teachers as they proceed include the following:

Education; Volunteers; Youth Opportunities; *Youth Programs

This compendium contains evaluation briefs on 49 youth programs that were assessed by the American Youth Policy Forum. The programs were selected because they demonstrate that careful application of the following principles can lead to powerful results for youth: adult support, structure, and expectations; creative forms of learning; combination of guidance and rich connections to the workplace; support and follow-up; belief that youth are resources; and emphasis on implementation quality. Three types of programs are profiled: extended learning programs for young people enrolled in school and for out-of-school youth; programs that build on the community; and programs designed to increase retention and postsecondary education options. Among the types of programs profiled are the following: academies of finance; alternative schools; career academies; dropout prevention and vocational education; rural entrepreneurship, school-to-work; apprenticeship; summer youth employment; talent development; youth apprenticeship; and programs for minority female single parents. Each summary includes some or all of the following: population served; evidence of program's effectiveness; key components; factors contributing to program effectiveness; study methodology; geographic area(s) served; and contact information. Concluding the compendium are a paper titled "Implications for Youth Policy" (Robert J. Ivry) and a bibliography of 67 program evaluations. (MN)

ED 409 463 CE 074 422

Judy, Richard W.; D'Amico, Carol
Workforce 2020: Work and Workers in the 21st Century.
PUB DATE- 97
NOTE- 175p.; For "Workforce 2000," see ED 290 887.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Aging (Individuals); Change; Competition; Economic Development; Employment Opportunities; *Employment Patterns; Employment Projections; *Futures (of Society); Global Approach; International Relations; *Labor Force Development; *Labor Market; Labor Needs; Labor Supply; *Technological Advancement

The sequel to "Workforce 2000," this book lays out the general contours of the employment landscape depicting the many roads to "Workforce 2020" and offers the best ideas about what lies ahead and what workers should do to prepare for the journey. Chapter 1 examines the forces shaping the U.S. economy: rapid technological change; further global integration of the economy; rapid economic growth in certain developing nations; deregulation and liberalization, both nationally and globally; and demographic change. Chapter 2 discusses the following: how and why the nature of work is changing; the growing irrelevance of gender in the workplace; the extent to which job security is decreasing; the increase in temporary employment; the shift away from work in traditional offices made possible by "telecommuting" alterations in earning patterns; and emerging changes in occupational structure. Chapter 3 focuses on change in the composition of the work force. It examines the growth and aging of the total population; the resultant growth and aging of the work force; and the gradual ethnic diversification of both population and work force. Chapter 4 provides a list of what not to do, general recommendations to building a prosperous and dynamic Workforce 2020. Notes and an index are provided. (YLB)

(150)
DESCRIPTORS- Adult Education; Competence; *Curriculum Development; Demand Occupations; Educational Policy; *Educational Theories; Employment Projections; Job Training; *Labor Force Development; Labor Market; *Labor Needs; Postsecondary Education; Program Development; Secondary Education; *Vocational Education

A theory of vocational education and training (VET) somewhat different than that currently accepted is a set of beliefs about the purpose, practices, and principles associated with producing occupational competence. VET institutions need to be aware of and responsive to work force requirements. An analysis of information about current and future work force imbalances, along with these considerations---economic implications, public funding, and career planning--form the basis on which work force planners and policy makers can make decisions about VET courses/programs. Three alternative work force projection and forecasting approaches are labor force approach, econometric models, and input-output models. Planners also use the following labor market signaling approaches as appropriate: public employment services, job advertisements, key informant interviews, employer surveys, and follow-up studies. Fourteen cardinal practices imperative to relevant and effective VET are as follows: consolidating skilled occupations, deriving curriculum content from job analysis, performance-based training, task performance standards and criterion-referenced examinations, diversified funding sources, beneficiaries of training sharing its cost, and linking school with the workplace. Four principles help make learning and retention easier, faster, more effective, and more efficient: inform trainees of learning objectives, provide guidance and prompts, provide feedback, and provide active and purposeful practice. (A handout on funding options is appended.) (YLB)

ED 409 482   CE 074 477

Skill Standards for Open Cut Pipe Laying.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Building Trades; Competency Based Education; *Construction (Process); *Evaluation Criteria; Job Analysis; *Job Skills; Occupational Information; *Performance Based Assessment; Performance Factors; *Plumbing; Postsecondary Education; Secondary Education; *Standards; Student Evaluation; Task Analysis; Vocational Education

This document identifies skill standards for utility construction in a format that uses scenarios to provide a picture of the construction process under consideration. The scenarios provide a general description of the pipe laying and utility construction process. An introduction describes use and benefits of skill standards. Section 2 presents the skill standards for open cut pipe laying. Each standard has four informational components: (1) scenario describing the construction process, context of applications of workplace skills, and industry standards that can serve as performance criteria; (2) conventional industry standards containing proficiency, health and safety, and production requirements

IDENTIFIERS- Cache County School District UT

Ninth grade poses unique academic, physical, social, and emotional challenges to students; in fact, it may be the defining year for predicting high school success. It could also be the last chance to catch pupils who are in danger of dropping out of school. The Freshman Center program attempts to give ninth graders the opportunity to succeed. This paper describes the program, presents a case study of two Freshman Centers, and includes many questions and responses about the program. The North and South Cache Freshman Centers were organized to meet those unique needs of ninth graders as they move through the transition to high school. Curriculum, accountability, and quality control were important elements of the ninth grade program development. The South Cache Freshman Center (510 students) promotes success, respect, and responsibility by developing a Student Educational and Occupational Plan (SEOP) and a portfolio for each student. Additionally, 15 to 20 hours are spent with students exploring careers and charting a direction through high school. The North Cache Freshman Center (600 students) utilizes integrated interdisciplinary units and SEOPs to prepare the ninth graders for a progressive high school with competency-based teaching. An outline of the 1995-96 South Cache Freshman Center schedule is included. (LSR)

ED 409 501 CG 027 748

Hecht, Debra B.; And Others
Parental Anger towards Children: Assessment Issues in Child Maltreatment.
PUB DATE- Aug 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anger; *Child Abuse; Children; Cognitive Style; Elementary Education; *Emotional Response; Evaluation Needs; *Family Environment; Family Violence; Parent Attitudes; *Parent Child Relationship
IDENTIFIERS- Ecological Perspective

As any parent knows, anger towards children is a natural occurrence of parenting. Since it is important to identify and address some of the emotional issues that underlie child abuse, the role of anger in parenting and in child maltreatment is covered in this paper. An ecological analysis of parental anger is presented, with special emphasis on environmental determinants, such as employment and financial situations, the family environment, and individual factors. The link between parental anger and child physical abuse is presented next, along with a discussion of the parallels between frustration and anger. Since parental anger responses may follow or be intensified by child behavior problems, anger specifically related to child behavior should be an assessment priority. Several assessment instruments are profiled. It is suggested that researchers and clinicians should look more at social cognition and its interplay with emotional arousal, regulation, and interpretation of situations in order to lessen the incidence of physical abuse. Contains 23 references. (RJM)

ED 409 502 CG 027 749

Cutting Crime: Drug Courts in Action.
SPONS. AGENCY- Abell Foundation, Baltimore, MD.; Annie E. Casey Foundation, Baltimore, MD.; Carnegie Corp. of New York, N.Y.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *Court Litigation; *Court Role; Courts; *Crime Prevention; Drug Addiction; *Illegal Drug Use; Justice; Juvenile Justice; Secondary Education
IDENTIFIERS- *Drug Courts

Drug courts depart from traditional criminal justice practice by directing nonviolent drug abusing offenders to intensive court-supervised drug treatment instead of to prison. An examination of drug courts is offered in this booklet. The text is based on extensive interviews with judges, prosecutors, public defenders, court administrators, police officers, treatment providers, researchers, drug court participants, justice management consultants, and Department of Justice personnel. On-site interviews were conducted at 10 drug courts in 9 states; officials in more than half of the 300 drug courts either in operation or being planned across the country were interviewed. The cycles of drug and crime and the resultant prison overcrowding are examined. The development of drug courts is then explored and a profile of drug courts is offered. Included in this section are plea models, post-adjudication models, women's drug courts, funding, and training. Drug court outcomes are also discussed, as are issues surrounding juvenile drug courts. The last section looks at the impact of drug courts and discusses ways to prevent relapse, to stimulate public support, some professional perspectives, and ways to expand the current system. An appendix lists drug courts by city and state and includes phone numbers. (RJM)

ED 409 521 CG 027 908

Bray, Sheldon
Defining Strategic Methods with Which To Access Runaway Youth into a Runaway Program.
PUB DATE- 96
NOTE- 95p.; Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *At Risk Persons; Delinquency; High Risk Students; Intervention; *Participation; Program Effectiveness; *Runaways; Secondary Education; Secondary School Students; *Youth Problems
IDENTIFIERS- *Access to Services

Thousands of children run away from home or placements each year. The many programs for these children require evaluation to determine effectiveness; one runaway program for at-risk children is examined here. It was felt that if the runaway youth could receive some counseling, then it might help these children and families to solve some of their problems and cut down on running away. Face-to-face and phone interviews were conducted to determine the best methods for reaching these youth. Four primary approaches were chosen as methods to access these youth and their families. The first strategy involved setting up life-skill groups that would teach these children to handle themselves and their emotions. The second strategy used the municipal courts for those who refused the services offered to them through the program. The third design centered on advertising the program through visits to schools and agencies,

The Relationships among Orthographic Components of Word Identification and Spelling for Grades 1-6.
PUB DATE- Apr 96
NOTE- 44p.; Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading (New York, NY, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decoding (Reading); Elementary Education; Reading Research; *Reading Skills; Skill Development; *Spelling; *Word Recognition
IDENTIFIERS- Kaufman Test of Educational Achievement

Students in grades 1-6 who were part of the norming sample for the Kaufman Test of Educational Achievement took both a word identification task, Reading and Decoding, and a spelling test. Each word in both tests was coded for linguistic components: number of phonemes, consonant blends, vowel digraphs, consonant digraphs, r-controlled vowels, silent markers, and regular or irregular pronunciation/spelling of the word. For each student a regression analysis was performed to predict whether the student could successfully pronounce (spell) the word using the linguistic components as predictors. Regression weights were then used in various multivariate analyses along with overall word identification and spelling performance to investigate relationships among the variables. Correlations among the two sets of variables (word identification and spelling linguistic components and achievement) indicated generally high correlations at all grades among linguistic components and achievement, and between word identification and spelling achievement. Structural equation models were developed at each grade. Specific patterns varied at each grade level that appeared to be consistent with instructional emphases at each grade level in both reading and spelling. For example, phonemic length was important at grades 1-2 but not beyond for both reading and spelling, while components such as vowel digraphs and silent markers varied with grade in their importance for reading and spelling. Findings suggest that word regularity is more important to spelling than reading beyond grade 2, as students encounter increasingly difficult spelling words. Regularity in word identification does not appear to play a role in upper grade activities. (Contains 10 references, 1 table and 8 figures of data.) (Author)

ED 409 542 CS 012 868

Delicio, Gail C.; And Others
Systemic Effects of the South Carolina Reading Recovery Program: Part I.
PUB DATE- 26 Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Early Intervention; Primary Education; Program Effectiveness; Questionnaires; Reading Research; *Remedial Reading; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- *Reading Recovery Projects; *South Carolina; Teacher Change

The first in a series of studies, requested by the Reading

during Computer Lessons.
PUB DATE- Mar 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Computer Assisted Instruction; Computer Software; *Computer Uses in Education; Discourse Analysis; Language Acquisition; Language Research; *Language Usage; Preschool Children; Preschool Education
IDENTIFIERS- Computer Users

Part of a larger study on pre-school children's ability to use the computer to create art, a study examined the language children used as they were exposed to and trained to use a computer software program. Subjects were 4 preschool children (4 or 5 years of age). Audio and video recordings of the children over 8 sessions yielded a total of 1,501 protocols for analysis. A coding system including the four basic language functions--Child Directed, Child Informing, Child Inquiry, and Expressions--was used to code the data. Results indicated that: (1) the computer experience provided an opportunity for a wide range of language use; (2) children were highly interested in the computer class; (3) language used peaked once the children became comfortable with the software; and (4) language was used to work out solutions and to solve problems. Findings suggest that children were fascinated by the computer graphics and quickly learned the instructions and activities necessary to use the medium. (Contains 15 references, and 1 table and 1 figure of data.) (RS)

ED 409 562 CS 215 860

Roney, R. Craig
Content Analysis of Reviews of Recent Storytelling Performances.
PUB DATE- 21 May 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aesthetic Values; Content Analysis; Discourse Analysis; Higher Education; Oral Tradition; *Story Telling; Writing Research
IDENTIFIERS- *Critical Lexicon; Reviewers; *Story Telling Research

As a preamble to the development of a storytelling aesthetic, a study analyzed written reports of recent storytelling events to investigate the claim that little theoretical and critical language regarding storytelling is currently in use. Ninety-six reviews of storytelling performances by 11 different storytellers were examined. Sixty were classified as feature articles, 36 as reviews, and none as criticism. Ten basic categories of comments emerged: (1) negative comments; (2) generic positive comments about performers or performances; (3) general positive comments involving the storyteller's effect on an audience; (4) general positive comments involving the persona of the teller; (5) general positive comments involving comparison; (6) general positive comments involving story content or construction; (7) general positive comments regarding story delivery; (8) specific positive comments regarding story content or construction; (9) specific positive comments regarding story delivery; and (10) specific positive comments involving a performer's style. Analysis showed that

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Literature; *Audience Awareness; *Creative Expression; Independent Study; Literary Genres; New Journalism; *Nonfiction; *Writing Exercises; *Writing for Publication
IDENTIFIERS- *Author Text Relationship; Authorship; Rhetorical Strategies

Defining the genre of creative nonfiction as where writing and journalistic reporting merge, this guide shows that aspiring journalists, essayists, and biographers do not need to stifle their creativity to succeed in the craft of writing. The guide teaches young writers how to use creative nonfiction to its full effect, writing the truth in a way that reaches out to the largest possible audience. The guide points out that in creative nonfiction drama, dialogue, and scenic construction can convey the author's unique experiences and observations. Included in the guide are: (1) exercises that allow readers to practice what they learn; (2) anecdotes about exciting writing experiences; (3) a selection of essays by the best creative nonfiction writers; (4) listings of additional sources for degree programs in writing and writers' workshops; and (5) a sample schedule of a busy writer's life. (NKA)

ED 409 580 CS 215 928

Swisher, Clarice, Ed.
Readings on the Tragedies of William Shakespeare. The Greenhaven Press Literary Companion to British Authors.
PUB DATE- 96
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Historical Materials (060)
DESCRIPTORS- Authors; *Classics (Literature); English Literature; *Literary Criticism; Literary Genres; Literature Appreciation; Reading Materials; *Research Tools; Secondary Education; *Tragedy
IDENTIFIERS- Historical Background; *Shakespeare (William)

Designed for young adults, this book on William Shakespeare's tragedies is one of an anthology series providing accessible resources for students researching great literary lives and works. Contributing writers' essays in the book are taken from a wide variety of sources and are edited to accommodate the reading and comprehension levels of young adults; each essay is introduced by a concise summation of the contributor's themes and insights. Following a biography of William Shakespeare, the 24 essays in the book and their authors include: "Elements of Greek and Shakespearean Tragedy" (Robert Di Yanni); "Shakespeare's Wisdom Is Relevant for All Times and Places" (G.B. Harrison); "Women in Shakespeare's Tragedies" (Angela Pitt); "Images of Light in 'Romeo and Juliet'" (Caroline F.E. Spurgeon); "'Romeo and Juliet': More Than Conventions of Love" (Northrop Frye); "Timeless Politicians in 'Julius Caesar'" (Gareth Lloyd Evans); "Caesar Pitted against Fate" (Edith Sitwell); "Place and Time in 'Hamlet'" (Harley Granville-Barker); "The World of 'Hamlet'" (Maynard Mack); "'Othello': A Tragedy of Beauty and Fortune" (Helen Gardner); "The Juxtaposition of Opposites in 'Macbeth'" (John Jay Chapman);

of usability, retest reliability, and construct validity thus indicating that researchers may employ the instrument with confidence in future studies. (Contains 22 references, 2 tables of data, and 4 notes; appendixes contain the demographic questionnaire, instructions for subjects, and a statement of agreement to participate.) (Author/RS)

ED 409 599 CS 509 562

Glenn, Robert J., III
Limiting Time and Expanding the Mind: Using Limited Preparation in the Basic Course.
PUB DATE- Apr 97
NOTE- 5p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Savannah, GA, April 2-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; Classroom Techniques; *Communication Skills; Higher Education; *Interpersonal Communication; *Introductory Courses; *Speech Communication; Student Participation; Thinking Skills
IDENTIFIERS- Impromptu Speeches; *Oral Presentations

This paper discusses the different types of presentations employed in various forms of impromptu and limited preparation speaking assignments in public speaking, interpersonal communication, and argumentation instruction. It also highlights the benefits associated with each activity, for example, improved thinking skills. The paper's presentations are designed for fledgling speakers and are intended to mesh with specific course material, ethical issues, and current events topics. Assignments in the paper include mini-debates over cultural questions, outline response presentations, and speeches introducing a classmate. (CR)

ED 409 600 CS 509 567

Rubin, Herbert J.; Rubin, Irene S.
Qualitative Interviewing: The Art of Hearing Data.
PUB DATE- 95
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Cultural Influences; Data Analysis; *Ethnography; Higher Education; *Interviews; *Qualitative Research; Questioning Techniques; *Research Design; *Theory Practice Relationship
IDENTIFIERS- *Communication Strategies; Conversation; Meaning Conditions; Researcher Role; Researcher Subject Relationship

Intended for students and for researchers who conduct interviews as part of case studies or as ethnography, this book provides a comprehensive, up-to-date introduction to the theory and practice of qualitative interviewing. It shows researchers how to design research based on interview data; to stimulate conversation; to absorb what is being said; and to synthesize, analyze, and present an informed description of the data. The book emphasizes the importance of cultural, contextual, and the Census, and then verified by NCES. The data show that about 2.6 million teachers provided instruction in public elementary and secondary schools during the 1995-96 school year; that there were 44.8 million students enrolled; and that 2,274,000 students received regular high school diplomas. The report also contains definitions, one figure, and three tables. (LMI)

ED 409 620 EA 028 475

A Study of Charter Schools. First-Year Report, 1997.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 97
NOTE- 82p.; For an executive summary of this report, see EA 028 476.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Charter Schools; Elementary Secondary Education; Enrollment Trends; Government School Relationship; Institutional Autonomy; Institutional Characteristics; Nontraditional Education; Program Implementation; *School Demography; *School Organization; *State Government; *State Legislation

In the early 1990s, several states developed legislation that permitted the creation of a limited number of charter schools. At the beginning of 1997, there were 428 charter schools operating in the United States. This document is the first-year progress report of the 4-year National Study of Charter Schools, sponsored by the U.S. Department of Education as authorized by 1994 amendments to the Elementary and Secondary Education Act. The report presents only descriptive information about charter schools for the school year 1995-96. Data were gathered from a telephone survey (89 percent of the 252 charter schools in operation as of January 1, 1995) and site visits to 42 charter-schools. The first chapter provides an overview of the charter school movement and the research design of the study. The second chapter reviews state charter-school legislation, with a focus on the state role in charter development and implementation. Chapter 3 presents data on enrollment in charter schools, the number of newly created versus preexisting charter schools (including how many were public or private schools), the range of grade-level configurations, and the number of charter schools eligible for and receiving Title I funding. The chapter also reviews the available data on the racial characteristics of students, the number of students who have disabilities, who are English-limited-proficient, and who are from low-income families. The fourth chapter describes why charter schools are started, who originates them, and the barriers that impede implementation. Appendices contain an overview of the research design, an overview of state legislation, and supplemental exhibits. Twenty-six exhibits are included. (Contains 56 endnotes). (LMI)

ED 409 621 EA 028 476

A Study of Charter Schools. First-Year Report, 1997. Executive Summary.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 97
NOTE- 13p.; For full report summarized here, see EA 028 475.
LANGUAGE- English

Knowledge Bases for Education Policies. Proceedings of a Conference (Maastricht, The Netherlands, September 11-13, 1995).
PUB DATE- 96
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Decision Making; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Needs; *Policy Formation; Research and Development; *Research Needs; *Research Utilization
IDENTIFIERS- *Centre for Educ Research and Innovation (France); *Organisation for Economic Cooperation Development

The forms of knowledge that are relevant to education are diverse as well as complex. In 1995 the CERI, the Dutch Ministry of Education, Culture and Science, and the Belgium Flemish Ministry of Education held a conference in Maastricht to examine ways in which educational research-and-development systems functioned in various countries. Specifically, the conference sought to understand the role of different sources of knowledge in education policymaking and to explore the ways in which knowledge might be better used. The conference concluded that the knowledge bases for educational decision making are diffuse and often poorly understood. Part 1 of this report summarizes the main points of the Maastricht conference; part 2 presents the various contributions from speakers covering a wide range of experiences in different countries. The presentations dealt with the information needs of governments, the elements of the knowledge bases for policy making, and sectorial perspectives on the knowledge base. Both parts discuss issues and problems that need further analysis and clarification. (LMI)

ED 409 640   EA 028 499

Fullan, Michael, Ed.
The Challenge of School Change: A Collection of Articles.
PUB DATE- 97
NOTE- 313p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Change; Educational Environment; Elementary Secondary Education; Faculty Development; *Leadership; Partnerships in Education; School Based Management; *School Community Relationship; School Culture; *School Restructuring

Educators must combine a deeper analysis and understanding of the key concepts of change with a commitment and set of ideas for action. The articles in this book provide critical analysis and empirical and theoretical observations about successful school change. The articles explore the theories, leadership, and implementation strategies in educational reform. They address the problems that have led to the school-change movement and offer solutions and proposals for reform. Section 1 establishes some of the new theories of change. Section 2 takes a critical approach to examining new forms of leadership for change among educators. Section 3 offers examples of implementation at the school and community levels, drawing on recent empirical work. The final section introduces two new concepts--emotion and hope--arguing that the future of reform must embody these deeper personal and human characteristics in the educational reform process. Following the introduction, articles include: (1)

Underachievement among Gifted Minority Students: Problems and Promises. ERIC Digest E544.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Black Students; Change Strategies; Definitions; Elementary Secondary Education; *Gifted; Influences; *Minority Group Children; *Performance Factors; Prevention; Teaching Methods; *Underachievement
IDENTIFIERS- ERIC Digests

This digest discusses factors affecting the achievement of gifted minority students, particularly Black students. Problems associated with underachievement definitions and the influence of social, cultural, and psychological factors on student achievement are examined. Suggestions and recommendations for reversing underachievement among gifted minority students are presented. Two tables are appended: a checklist for identifying indices of underachievement among gifted Black students, and strategies to enhance achievement among gifted minority students. (Contains 16 references.) (JDD)

ED 409 661 EC 305 686

Brownell, Mary T.; Pajares, Frank M.
The Influence of Teachers' Efficacy Beliefs on Perceived Success in Mainstreaming Students with Learning and Behavior Problems: A Path Analysis.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Behavior Problems; *Beliefs; Collegiality; Elementary School Teachers; Grade 2; Inservice Teacher Education; Learning Problems; Mainstreaming; Models; Preservice Teacher Education; Primary Education; Principals; Regular and Special Education Relationship; *Self Efficacy; Self Evaluation (Individuals); Special Education; Special Education Teachers; *Special Needs Students; Teacher Attitudes; Teacher Collaboration; *Teacher Effectiveness

This study examined factors that predict a general education teacher's efficacy beliefs for instructing students with learning and behavior problems and whether a teacher's perceived efficacy has a stronger direct effect on reported success than other variables. One hundred twenty-eight second grade teachers completed a survey instrument designed to examine the following variables: preservice and inservice preparation, administrative support, class size, socioeconomic status, collegiality, and teacher efficacy. Path analysis techniques were used to test the initial theoretical model. Reduced models were retested and compared to previous models to develop a final model. As hypothesized, teacher's efficacy beliefs had the strongest direct effect on reported success. Collegiality with special education teachers and quality inservice in special education also directly affected teachers' reports of success, but to a lesser degree. However, general education teachers who experienced better collegial relationships with general education peers and students with include a summary of a workshop on students with disabilities and standards-based reform. (Contains over 500 references.) (CR)

ED 409 678 EC 305 724

Maddox, Taddy, Ed.
Tests: A Comprehensive Reference for Assessments in Psychology, Education, and Business. Fourth Edition.
PUB DATE- 97
NOTE- 809p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Disabilities; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Gifted; *Occupational Tests; *Psychological Evaluation; Reference Materials; Selection Tools; Special Education; *Student Evaluation; Test Selection; *Tests

The fourth edition of this reference guide contains information on thousands of assessment instruments published by 221 publishers and available for use by psychologists, educators, and human resources personnel. The assessments described are organized according to a system of primary classification and cross referencing intended to make the information as accessible as possible. The book is divided into three main sections, covering the psychology instruments, education instruments, and business instruments that are further divided into subsections. The subsections for the psychology instruments are: attention deficit, drug knowledge, family, geropsychology, illness, intelligence, marital, neuropsychology, pain, personality, research, stress, and wellness. The education instruments are subdivided as follows: academic achievement, academic aptitude, auditory, behavior and counseling, business education, development and readiness, driver's education, English as a Second Language and bilingual education, fine arts, foreign language, guidance, health education, industrial arts, library skills, math, motor skills; reading, language arts, and English; religious; speech and language; school and institutional environments; school leadership aptitude; science; special education (general, autism, deafness and hearing disabilities, gifted and talented, learning disabilities, mental retardation, and visual impairment); social studies; student opinion; teacher attitude; and visual processing. The subsections for the business instruments are: general aptitude; general skills; attitudes; interests; management; personality; team skills; work environment; and aptitudes and skills. The book concludes with an index. (CR)

ED 409 679 EC 305 725

Gallagher, R. J. Pat; And Others
Trends in Integrated Service Delivery: Implications for the Art and Science of Collaboration.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Education; Family Programs; Family School Relationship; *High Risk Students; *Integrated Services; Models; Parent Participation; School Community Relationship

This report describes the outcomes of research that investigated school reform, school-linked services, parent involvement, and community school programs in schools in 36 states. Results found that services were often added on to school sites without any intent to integrate them with school reform; teachers were not directly involved in services; co-locating service providers did not guarantee better quality of services; and technical assistance, capacity-building, and time for teachers were in short-supply. A model comprised of 10 strategies, "The Family-Supportive Community School," is presented to enhance learning experiences for all students, including students with disabilities. The strategies include: (1) parent empowerment and family support; (2) paraprofessional jobs and career ladders for parents; (3) school readiness, parent education, and family support; (4) caring classrooms that improve children's learning while enhancing teachers' and parents' efficacy; (5) improved classroom supports for teachers and children; (6) collaborative leadership; (7) educational communities; (8) neighborhood development and community organization; (9) simultaneous renewal of higher education; and (10) technology enhancement and use. Appendices include family support premises and principles of family-centered practice, and examples of knowledge needs and orientations of teachers, principals, service providers and parents in three kinds of schools. (Contains approximately 200 references.) (CR)

ED 409 697 EC 305 746

Silver, Kathi O.
Genetic and Medical Considerations of Autism: A Literature Review.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Autism; Children; *Clinical Diagnosis; Cognitive Processes; *Disability Identification; Epilepsy; *Etiology; *Genetics; Mental Retardation; Psychological Patterns; *Symptoms (Individual Disorders)
IDENTIFIERS- Aspergers Syndrome; Fragile X Syndrome; Rett Syndrome; Tuberous Sclerosis

This literature review, from 1990 to the present, discusses the characteristics of autism and the comorbidity of mental retardation and autism. Specific medical syndromes that complement the heterogeneity concept are described, including epilepsy, fragile X syndrome, Rett syndrome, tuberous sclerosis, and Asperger syndrome. The paper presents some genetic and medical factors in the diagnosis of autism and delineates research prospects and priorities. Results of the review indicate that autism remains a complex syndrome that seems to be more clearly defined in parameters of neurobiological and neurobehavioral and psychological descriptors. The research substantiates the organic and genetic indices of autism, but finds that the differential diagnosis is still not simple and presentation of symptoms may overlap with other atypical syndromes. Co-morbidity with mental retardation and autism is found to occur in as many as 75 percent of the cases. The construct of a continuum, compendium, or spectrum of disorders is discussed, with consideration for subgroups to explain the types of autism presented in research and clinical findings. The contributions of research in the fields of

Inservice Teacher Education; Institutional Mission; *Minority Groups; Peer Influence; Professional Development; Program Descriptions; Second Language Learning; Student Evaluation; Testing; Theory Practice Relationship
IDENTIFIERS- *Center for Research on Educ Diversity Excellence
The report describes the Center for Education, Diversity, & Excellence (CREDE), a national research and development center operated cooperatively by the University of California, Santa Cruz and the Department of Education's Office of Educational Research and Improvement, National Institute on the Education of At-Risk Students. CREDE's premises, mission, principles, theory, and research design are outlined, and the scope, range, and scale of its activities are noted. CREDE was established to assist the nation's diverse students at risk of educational failure to achieve academic excellence. The Center works to move issues of risk, diversity, and excellence to the forefront of discussions concerning educational research, policy, and practice. Central to its mission are issues in the education of linguistic and cultural minority students and those placed at risk by race, poverty, and geographic location. An appendix provides briefs of each of the 30 CREDE projects in six areas: language learning and academic achievement; professional development; family, peers, schools, and community; instruction in context; integrated reform; and assessment. A second appendix lists the organizational and institutional partners in CREDE projects. Contains 42 references. (MSE)

ED 409 718 FL 024 648

Hoggard, Lorie Strech
Critical Attributes of Classroom Culture for Literacy Development of English Language Learners.
PUB DATE- 19 Apr 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; *English (Second Language); Interaction; Interpersonal Communication; *Literacy Education; Second Language Instruction; Second Language Learning; *Student Empowerment; *Teacher Role
The literature review examines research and theory concerning the critical aspects of classroom culture for promoting literacy development, particularly for learners of English as a second language. It begins by establishing a conceptual framework for discussing classroom culture, then focuses on literature on six critical classroom attributes: the teacher as a guide in literacy learning; "meaningful" literacy experiences; establishment of a community of learners; student ownership in literacy activities; and discourse patterns that are compatible with students' home culture. It is concluded that awareness of these attributes must be supported in the literature by techniques for implementation, and that creation of an optimal classroom environment for literacy development involves risks for both teacher and students. Further research on the classroom culture viewed from the perspective of the learner is also recommended, particularly on how the classroom culture can achieve congruence with the learners' home culture. Contains 59 references. (MSE)

ED 409 719 FL 024 649

Heim, Craig
Charting New Directions: Of Communication in a Social Service Setting.
PUB DATE- 97
NOTE- 12p.; For serial issue as a whole, see FL 024 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Body Language; *Counselor Client Relationship; Discourse Analysis; Ethnography; Helping Relationship; Interviews; *Language Patterns; Language Research; *Language Role; Language Usage; *Nonverbal Communication; Research Methodology; *Welfare Services

An analysis of the use of language in a social service context using microethnographic research techniques is described. The study examined a single interaction between a welfare caseworker and a client as they address the client's employment and educational options. The interaction was videotaped and a segment of just over a minute was analyzed in the context of theory concerning face-to-face communication and looking specifically at the relationships between linguistic, non-verbal, and proxemic cues in the exchange. Results indicate significant differences in the way each participant uses hands and arms in communication, patterns in the caseworker's handling of documents, a shift in caseworker role during the client's extended turn at talk, and use of a range of communication strategies by both participants. It is concluded that microethnographic techniques can illuminate the complex processes involved in communication. Contains 12 references. (MSE)

ED 409 738 FL 024 678

Kubota, Mitsuo
Appropriacy Planning: Speech Acts Studies and Planning Appropriate Models for ESL Learners.
PUB DATE- 97
NOTE- 20p.; For serial issue as a whole, see FL 024 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Strategies; *English (Second Language); *Language Patterns; *Language Planning; *Language Research; Language Usage; *Pragmatics; Second Language Instruction; *Speech Acts

Since the emergence of the concept of communicative competence, the language teaching field has focused on teaching appropriate language use in addition to general linguistic elements. Speech act studies have contributed to providing appropriate models for second and foreign language learners. In this paper, the effort toward the creation and use of appropriate models for learners in relation to the theoretical framework of planning in the field of Teaching English to Speakers of Other Languages (TESOL) is examined. The resulting construct, "appropriacy planning," is viewed as a process of corpus intervention for ESL learners consisting of four stages: selection of speech norms; codification; implementation; and evaluation or feedback. The contribution of speech act research to each of these stages, and perceived problems in research methodology and results, are discussed. Several problems in the research and, by extension, in appropriacy planning are identified: poor years, only 46 percent indicated that they planned to conduct a study a study in the next 3 years. Correlation analysis indicated that larger institutions tended to conduct such studies more often than smaller institutions. It is recommended that smaller institutions consider conducting joint economic impact studies with neighboring institutions or peer/affiliated institutions, and that smaller institutions periodically outsource this research activity to consultants. Two appendixes contain a copy of the survey and data tables. (Contains 13 references.) (MDM)

ED 409 757 HE 030 231

Ikegulu, Nelson T.
Effectiveness of Mediated Instructional Strategies and Learning Styles in Multiculturally Linguistic Environments: Implications for Developmental Educators.
PUB DATE- 20 Apr 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; *Computer Assisted Instruction; Cultural Relevance; Curriculum Design; Developmental Programs; Educational Research; Educational Technology; Global Approach; Higher Education; Mediation Theory; *Multicultural Education; Teacher Education; *Teaching Methods
IDENTIFIERS- Mediated Instruction

This paper discusses the effectiveness of mediated instructional strategies in culturally and linguistically diverse learning environments, focusing on the use of computer-mediated instruction and its relationship to various learning styles. It examines learning style dimensions and reviews related literature on the relationship between computer-mediated instruction and cognitive style dimensions and academic outcomes for students. The paper discusses presentation strategy and academic achievement, presentation strategy and time on task, cognitive style and time on task, cognitive style and academic achievement, teaching in a linguistically diverse culture, instructional strategies and learning styles, learning styles and culture, ethnolinguistic instruction and learning, multicultural education, globalization of institutional curricula, and multicultural teaching strategies and learning styles. It concludes that culturally relevant curricula and instructional techniques should relate experientially and personally to the cognitive, academic, social, and linguistic abilities of students, and that learning traits and window presentation strategies should be considered in text reading, computer-mediated instructional development, instruction, and software design. (Contains 44 references.) (MDM)

ED 409 758 HE 030 232

LaBerge, Victoria Boller; And Others
Awareness, Beliefs, and Classroom Practices of Mathematics Faculty at the Collegiate Level.
PUB DATE- Mar 97
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

the Board of Regents of the State University System of Florida conducted a national survey of 75 public universities concerning the minimum credit hours required for the baccalaureate degree for various disciplines. The survey confirmed earlier studies showing an upward creep in credit hours required for most fields. As a result, the Florida State University System reduced 506 of its 614 Bachelor's programs to 120 hours, with the exceptions being mainly in engineering, visual and performing arts, and the health professions. Four text tables summarize data on disciplines with low, moderate, and high credit-hour requirements, and for 5-year baccalaureate programs. The appendix describes data reporting and analysis techniques, lists participating institutions, and defines terms used in the report. Also appended are survey results by discipline, including agribusiness, agricultural sciences, natural resources, architecture and environmental design, area and ethnic studies, communication, computer science, education, engineering, foreign languages, home economics, law, letters, liberal studies, life sciences, mathematics, multi/interdisciplinary studies, leisure and fitness, philosophy and religion, physical sciences, psychology, protective services, public services, social sciences, production trades, transportation, visual and performing arts, health professions, and business and management. (CH)

ED 409 777 HE 030 287

McAllister, Ian
Working with Neighbours: University Partnerships for International Development.
SPONS. AGENCY- Carleton Coll., Northfield, Minn.
PUB DATE- Aug 96
NOTE- 108p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; Extension Education; Foreign Countries; Foreign Culture; Foreign Students; *Higher Education; *Institutional Cooperation; International Cooperation; International Education; *International Educational Exchange; International Programs; International Studies; *Partnerships in Education; Program Design; Program Evaluation; Public Affairs Education; Service Learning; *Student Exchange Programs; Study Abroad; Teacher Exchange Programs; Technical Assistance
IDENTIFIERS- Association of Universities and Colleges of Canada; Red Crescent; Red Cross; *University of Guelph (Ontario)

Asking the question, "What might a good university international development project look like?" this book examines a number of university international development projects, encompassing foreign student intakes, student exchange programs, faculty research and teaching, extension education, and business and public service advisory projects. The first of five parts reviews perspectives on development and the principles and processes of international partnerships. The second, third, and fourth sections explore projects ranging from first-generation individual and short-term activities, to second-generation more structured international projects and their cycles, to third-generation open-ended projects and networks. Matrices provide contrasting frameworks, indicative of Northern and Southern perspectives and ideas are offered about how universities might generate additional benefits or reduce costs. Part 5 explores issues related to institutional management and capacity

World Wide Web site address, Fax numbers, and electronic mail addresses. The sources are grouped under five general topics and under each topic heading sources are listed alphabetically by organization. The five topics are: (1) general references; (2) postsecondary education; (3) finance and management; (4) faculty, staffing and salaries; and (5) physical facilities, libraries and assets. The compendium also includes indices by organization/agency and data source/title. Appendices provide information on ordering materials from the National Center for Education Statistics, the National Science Foundation, and the U.S. Bureau of the Census. (JLS)

ED 409 795 HE 030 325

Baum, Sandy
A Primer on Economics for Financial Aid Professionals.
PUB DATE- Jun 96
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economics; *Educational Economics; Educational Finance; Higher Education; *Need Analysis (Student Financial Aid); *Student Financial Aid; Student Financial Aid Officers

This primer is intended to provide college financial aid professionals with a background in fundamental areas of economics. Its goal is to provide a stronger understanding of the key principles that shape need analysis systems. Part 1 presents basic economic concepts and discusses their application to college enrollment and student aid. These include the concepts of supply, demand, price sensitivity, price discrimination, opportunity costs, costs and revenues, market structure, horizontal and vertical equity, human capital, spillover of external factors, incomplete information, consumption vs. investment goods, merit goods, and commercial models and higher education. Part 2 considers specific components of the need analysis system from an economic perspective. The underlying assumptions of the system and specific components of the methodologies are examined. These include: defining necessities, snapshot vs. long-term financial capacity, defining living standards, treatment of multiple children in college, defining income and assets, determining whose income and assets are relevant, allowances against income, tax on savings, home equity, pension assets, allowances against assets, marginal tax rates, and tax rates on assets. (JLS)

ED 409 796 HE 030 326

Thirtieth Annual Rank-Order Distribution of Administrative Salaries Paid, 1996-97.
PUB DATE- May 97
NOTE- 158p.; For previous edition, see ED 392 327.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; *College Administration; Comparative Analysis; Compensation (Remuneration); Higher Education; National Surveys; *Salaries; Salary Wage Differentials; *State Universities; Statistical Data; Tables (Data)

This report presents comparative data collected from 87 state-collective bargaining in higher education. Areas discussed include arbitration, grievance preparation, the collective bargaining process, diversity, technology, staff bargaining, and faculty and staff participation in employee involvement schemes. An annual legal update is included. The papers are: (1) "Higher Education Collective Bargaining: Issues for the 21st Century" (Stephen Trachtenberg); (2) "Higher Education Unions in a Time of Change: Collective Bargaining and Affirmative Action" (Terry Jones); (3) "Recent Trends in Collective Bargaining in Canada" (Donald C. Savage); (4) "Reflections Upon 25 Years of Faculty Unionism" (Arnold Cantor); (5) "Compulsory Arbitration of Discrimination Claims under Collective Bargaining Agreements" (Nicholas DiGiovanni, Jr.); (6) "Arbitration in Faculty Higher Education" (Nicholas Russo); (7) "Grievance Preparation From the Union Perspective" (C. J. Elder); (8) "Grievance Preparation: A Management Perspective" (Esther Liebert); (9) A Union View of Faculty Collective Bargaining at the Two-Year Institution" (James Rice); (10) "A President Speaks on Faculty Collective Bargaining at the Two-Year Institution" (Salvatore G. Rotella); (11) "Bargaining Under the Shadow of Yeshiva at Hofstra University" (Estelle S. Gellman); (12) "Faculty Collective Bargaining at Adelphi University" (Stephen Goldberg); (13) "A Genuine System of Collegiality Would Tend to Confound Us" (George Sutton); (14) Staff Collective Bargaining in the California State University: Ending the Cycle of Non-stop Bargaining" (Samuel A. Strafaci); (15) "Staff Bargaining in Higher Education" (Brenda Richardson Malone); (16) "Participation in Decision-making in Higher Education: Oxymoron or Opportunity?" (Walter J. Gershenfeld); (17) "The Management Perspective" (Ira Michael Shepard); (18) "The Union Perspective" (David J. Strom and Stephanie Baxter). (LEE)

ED 409 815 HE 030 347

Harwarth, Irene; And Others
Women's Colleges in the United States: History, Issues, and Challenges.
PUB DATE- Jun 97
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Coeducation; College Choice; *College Outcomes Assessment; Degrees (Academic); Educational History; Educational Trends; *Enrollment Trends; Females; Higher Education; Legal Problems; *Public Education; Role Models; *Single Sex Colleges; Sociocultural Patterns; Undergraduate Students; Women Faculty; *Womens Education; Womens Studies

This book examines the role of women's colleges in the United States from the early 1800s to the present. It reviews how they began, how they changed as more colleges became coeducational, and the legality of publically supported single-sex colleges. The book also looks at what women's colleges are like today and examines differences in institutional effects for students who choose to attend women's colleges versus those who attend coeducational institutions. The four chapters, written by different authors, are titled: (1) "Women's Colleges in the United States, A Historical Context" (Elizabeth DeBra); (2) "Women's Colleges in the United States, Recent Issues and Challenges" (Irene Harwarth and Florence Fasanelli); (3) "Women's Colleges in the United States, A Statistical Portrait" education; visual communication; learner ability and control in computer assisted instructional programs; relationship of media and ISD theory; a construct validation of the mental models of learning outcome; multimedia matrix; Boulder Valley (Colorado) Internet Project; how information affects intrinsic motivation; information technology; understanding the design and use of learning technologies; effects of color and background in motion visuals; effects of anchored instruction; ITForum perspective on the Internet and publishing; knowledge abstraction with anchored instruction; pre-instructional strategies in interactive video programs; student teachers' computer use; and graphing calculators. ERIC document (ED) numbers of previous proceedings, Research and Theory Division officers and board, and paper reviewers are listed, and an AECT membership application and fact sheet are provided. (SWC)

ED 409 833 IR 018 422

Davidson-Shivers, Gayle V.; And Others
Children's Learning Strategies, Encoding Processes, and
Navigational Decisions in a Hypermedia Concept Lesson.
PUB DATE- 97
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Computer Assisted Instruction; Educational Media; *Encoding (Psychology); Grade 5; *Hypermedia; Intermediate Grades; Learning Strategies; Multimedia Instruction; *Navigation (Information Systems); Programmed Instructional Materials; *Protocol Analysis

High ability, highly verbal fifth grade students (n=12) were studied, by employing think aloud protocols, to identify students' use of learning strategies, encoding processes, and navigational decisions in a hypermedia lesson on propaganda techniques. Subjects were asked to read and think aloud as they worked their way through the concept lesson and immediate posttest. These "think alouds" were transcribed and coded for analysis. Results revealed a wide variation in amount and type of learning strategies used by students with high, average, and low test scores. Navigational decisions and encoding processes also varied widely among the students. High test scorers (n=4) tended to use more varied learning strategies and were more consistent in their navigation decisions than the other two groups. The high group used a combination of strategies: comprehension monitoring, elaboration, and rehearsal. The low test scoring group (n=5) used some of the same strategies, but used them to a lesser degree and with more errors or faulty construction. The average group (n=3) tended to use a greater combination of strategies than the other two groups.(Contains 28 references.) (Author/SWC)

ED 409 834 IR 018 423

Duffield, Judith A.; Grabinger, R. Scott
Problem Based Learning at the University of Colorado at Denver.
PUB DATE- 97
NOTE- 5p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology

process. A conceptual framework for designing OELEs is then presented. Its contents include: context, resources, learners, and evaluation. (Contains 27 references.) (AEF)

ED 409 851 IR 018 440

Leh, Amy Sheng-Chieh
Electronic Mail in Foreign Language Learning: Communication and Culture.
PUB DATE- 97
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Mediated Communication; Computer Oriented Programs; *Computer Uses in Education; *Culture Contact; *Electronic Mail; Higher Education; Questionnaires; *Second Language Learning; *Spanish; Student Motivation; Student Reaction

National standards published in 1995 addressed the importance of foreign language education and identified five goal areas: communication, cultures, connections, comparisons, and communities. This study incorporated these five goals and examined the potential of electronic mail in foreign language learning. In addition, it looked at cultural aspects of computer mediated communication. Subjects were students in a fifth-semester Spanish class at a large public university in the United States. Two classes (a total of 35 students) were involved in the project. One class used e-mail to communicate with native Spanish speakers in Mexico, while the other did not use e-mail. Data collection included a close test, class writing reports, oral examinations, attitude surveys, questionnaires, and interviews. Analysis of quantitative data revealed that the students' performance and confidence did not differ significantly between the two groups. For the qualitative analysis, the content of the e-mail messages was categorized into eight topics: culture, language, course management, social activity, books, class assignments, desire to communicate, and personal sharing. Findings indicated that e-mail motivated students, helped in learning culture, enhanced social presence, and assisted foreign language learning. A follow-up study conducted 1 year after the original study revealed that one fourth of the e-mail participants continued the electronic communication after the class was completed. Appendices include the attitude survey, the Cloze Test and the questionnaire on e-mail use. (Contains 29 references.) (AEF)

ED 409 852 IR 018 441

Mahoney, Judy E.; Knupfer, Nancy Nelson
Language, Gender and Cyberspace: Pulling the Old Stereotypes into New Territory.
PUB DATE- 97
NOTE- 4p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

the nature of publishing and in basic beliefs regarding the peer review process in scholarly communication. Changes in the notion of ownership in the an age of technology are considered. Differences between the referee system with print publications and electronic text are outlined and the shift from the conception of peer review from a summary process to an emergent process is illustrated, noting the public availability of online articles that are in the process of being reviewed and are subject to revision. The "plasticity" of electronic text opens the way for interactivity as a means for quality control, an approach which views text as an organic, dynamic phenomenon capable of adapting and changing within the context from which it was conceived. The paper concludes with a description of a model of an electronic journal that encompasses both an open studio and a showcase gallery environment for textual artifacts, a model which offers the flexibility needed to implement open, interactive peer review, promising speed and diversity of opinion. (AEF)

ED 409 868 IR 018 457

Schackenberg, Heidi L.; Sullivan, Howard J.
Learner Ability and Learner Control in Computer Assisted Instructional Programs.
PUB DATE- 97
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; Courseware; Higher Education; Individualized Instruction; Instructional Innovation; *Instructional Material Evaluation; *Learner Controlled Instruction; Participant Satisfaction; Pretests Posttests; *Programmed Instructional Materials; Required Courses; Student Attitudes; Student Evaluation; Teacher Education; Undergraduate Students

The idea of learner control over instruction has enjoyed increasing popularity as a result of the growth of computer-assisted instruction in the schools. Some research results indicate that individuals learn more when given control over their instruction; other research indicates that individuals learn less effectively. This study investigates the effects of learner control and program control in full and lean computer-assisted instructional programs on the achievement of higher-ability and lower-ability university students. Subjects were 200 undergraduate education majors enrolled in their first semester of a professional teacher preparation program. The chapters from a required course textbook that were adapted into a computer-assisted program contained a total of 13 learning objectives. The program was developed in four versions that represent the four different treatment conditions (program-control lean and full and learner-control lean and full). Program control subjects were required to respond to all 174 screens in their version of the program; the full and lean versions varied in amount of practice-with-feedback screens (66 and 22, respectively). In the learner-control treatments, the learner began with practice-with feedback items for specific objectives. The lean version differed from the full in the manner in which students chose to add practice or move on to the next objective. A paper-and-pencil posttest covers the 13 activities; special notes; and intended outcomes. (MN)

ED 409 429   CE 074 348

Business Technology Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 97
NOTE- 410p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business Administration; *Business Education; Career Academies; *Competency Based Education; Computer Oriented Programs; Cooperative Education; Court Reporters; Data Processing; Desktop Publishing; Employment Qualifications; Entry Workers; Job Skills; Keyboarding (Data Entry); *Office Occupations Education; Postsecondary Education; Secondary Education; Secretaries; Small Businesses; State Curriculum Guides; *State Standards; *Statewide Planning; Student Evaluation; Teaching Guides; *Technology Education; Word Processing
IDENTIFIERS- *Florida

This document contains vocational education program course standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary and postsecondary level as part of the business technology education component of Florida's comprehensive vocational education program. Curriculum frameworks are provided for 54 programs/clusters: business systems and technology 1 and 2; academy of international business; academy of desktop publishing; accounting; accounting applications; accounting operations; accounting records; accounting technology; business administration and management; business administration operations; business computer programming; business cooperative education organization management; business cooperative education; business data processing; business education directed study; business keyboarding; business management; business software applications; computer applications in business 1 and 2; computer information systems analysis; computer programming; computer programming and applications; court reporting; data entry; electronic/desktop publishing; financial records; general office clerk; information processing; international business management; legal secretarial technology; medical secretarial technology; office management technology; office supervision; office support technology; office systems technology; postal service management; practical computer skills; practical keyboarding skills; recordkeeping; records management; records specialist; secretarial services; small business management; small business operations; and word processing technology. Each curriculum framework includes some or all of the following: program title, occupational area, grade level, length, certification awarded; major concepts/content covered in the course; laboratory activities; special notes; and intended outcomes. (MN)

ED 409 430   CE 074 349

Diversified Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 97
NOTE- 70p.; Supersedes ED 358 267.
LANGUAGE- English

adopt the research stance as a world view and view research as a way of questioning. The following forces propel teacher researchers forward: they search for what is behind their success; they address their concerns; and they search for their students' cutting edges. Teachers fulfill several different roles throughout their inquiries. They act as researchers as they build theory, as curriculum designers based on research results, and as teachers as they adjust their teaching based on study conclusions. Adult educators can find time to conduct research by using the following strategies: keeping a journal of classes; asking questions about ongoing teaching; and using the summer to write articles, do research, and prepare conference presentations. (YLB)

ED 409 446 CE 074 380

Bakke-Seeck, Sigvor; And Others
Adult Learning and Vocational Training in the Informal Sector in Developing Countries.
PUB DATE- Jul 97
NOTE- 26p.; Prepared by the Committee on Educational Research in Cooperation with Third World Countries of the German Educational Research Association for CONFITEA V (Hamburg, Germany, July 14-19,1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Apprenticeships; Basic Skills; Competence; Conventional Instruction; *Developing Nations; *Education Work Relationship; *Educational Needs; Family Work Relationship; Foreign Countries; Global Approach; Government Role; Language of Instruction; Motivation; *Nonformal Education; Organizations (Groups); Program Development; Self Help Programs; Small Businesses; Social Networks; Technical Education; *Vocational Education
IDENTIFIERS- *Emancipatory Education; Informal Education

Because a growing proportion of the world's working population is in the informal sector (in work areas generally outside the sphere of state protection), planners of vocational training for adults must pay closer attention to those concepts of teaching and learning that have relevance for the informal sector, and they must develop strategies for building bridges between various existing forms of formal and informal education and training. The following areas must receive special attention: vocational competencies in the informal sector; the relationship between learners' mother tongue and the language in which they learn basic educational skills; diversification of technical and vocational education; government and nonformal education; motivation for initiative and action; traditional apprenticeship and informal learning; the practice of securing a livelihood by unifying household and enterprise; adult learning in the context of self-help organizations; and strategies for integrating social networks into educational programs. Vocational-technical education and training programs for adults should be emancipatory, based on a combination of traditional and informal methods of acquiring vocational competence, and designed to help individuals and groups from the informal sector become aware of their existing competencies and put those competencies to use in their daily routines. (Contains 16 references) (MN)

ED 409 447 CE 074 381

ED 409 464 CE 074 423

Whitson, Donna L.; Amstutz, Donna D.
Accessing Information in a Technological Age.
PUB DATE- 97
NOTE- 180p.; Professional Practices in Adult Education and Human Resource Development Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Access to Information; Adult Education; Adult Educators; *Information Retrieval; *Information Seeking; Information Sources; Lifelong Learning; *Search Strategies; Skill Development; *Technological Advancement

This book is designed to help adults overcome information anxiety by developing skills to deal with overload produced by the current information glut. The nine chapters segment the information in logical steps toward information literacy. Chapter 1 discusses information anxiety and technology development and their relationship to lifelong learning skills. Chapter 2 focuses on how information is organized, stored, identified, and located. Chapter 3 introduces a variety of information sources, including libraries, community resources, governmental sources, and information superhighway. Chapter 4 explains how to organize a search. Chapter 5 presents both full-text and bibliographic databases--general reference, education, and human resource--that cover areas of interest to educators and trainers. Chapter 6 contains specific resources aimed at adult education needs, such as electronic journals, Internet discussion groups, and other discipline-specific information. Chapter 7 discusses how to assess the validity, relevance, authority, and content of the information located. Chapter 8 reviews important issues regarding information access, including freedom of access, copyright, and privacy issues. Chapter 9 synthesizes the information provided and discusses ways learners and educators can and should use information access skills to improve their practice. Appendixes include a list of resources related to adult education and an index. Contains 100 references. (YLB)

ED 409 465 CE 074 424

Freire, Paulo
Letters to Cristina. Reflections on My Life and Work.
PUB DATE- 96
NOTE- 259p.; Translated from the Portuguese by Donaldo Macedo with Quilda Macedo and Alexandre Oliveira.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Educators; Adult Literacy; Autobiographies; *Democracy; Educational Development; Educational History; Foreign Countries; *Freedom; Personal Autonomy; Personal Narratives; *Politics; Self Determination
IDENTIFIERS- Brazil; Critical Pedagogy; *Freire (Paulo)

This book offers Paulo Freire's retrospection on his life and work. These reflections, conceived in the form of 18 letters to his niece, Cristina, provide a backdrop for a deeper understanding of the experiences--including his exile---that have informed his thinking and teaching. The first 10 letters look back on Freire's childhood and youth. The 11th letter focuses on his 10 years at the Social Service of Industry (SESI), Regional Department of Pernambuco, Brazil, where Freire that serve as performance criteria; (3) key tasks; and (4) workplace skills, knowledge, and aptitudes. These skill standards are included: site preparation, excavation operation, elevation and alignment control; pressure pipe installation, pressure pipe repair, gravity flow pipe installation, gravity flow pipe repair, and backfill, compaction, and site restoration. Section 3 provides workplace skills, knowledge, and aptitudes (WSKAs) arranged into these categories: aptitudes and abilities, workplace basic skills, cross-functional skills, and occupation-specific knowledge. Each WSKA page contains the following elements: context, mastery performance level, content, reference to applicable job functions, and sample tasks and activities in which the WSKAs are applied. (YLB)

ED 409 483 CE 074 485

Black Women in the Labor Force. Facts on Working Women No. 97-1.
PUB DATE- Mar 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Blacks; *Employed Women; *Employment Level; *Employment Patterns; Employment Projections; Occupations; Tables (Data); *Unemployment; *Wages; Young Adults

Between 1986 and 1996, the number of black women aged 16 and over in the United States increased from 11 million to 13 million. Labor force participation for black women rose during that time from 56.9 percent to 60.4 percent. In 1996 the total labor force population of black women was 7.9 million. Of these, 80 percent worked full time. Black women continue to experience double-digit unemployment, with black teenagers four times more likely to be unemployed than older women. Black women are clustered in significant numbers only in the occupations of managerial and professional specialty; technical, sales, and administrative support; and service. More and more black women continue to enter the higher paying managerial and professional specialty occupations, such as registered nurses, teachers, social workers, and managers. In addition, many black women are becoming business owners. Twenty-five percent of black women had less than a high school education; 34 percent had a high school education; 19 percent, some college; 7 percent, associate degree; and 15 percent, college degree. Black women have made great progress in improving their economic status over the past decade, but they still earned less than similarly employed black men, white men, and white women. (KC)

ED 409 484 CE 074 486

Women of Hispanic Origin in the Labor Force. Facts on Working Women No. 97-2.
PUB DATE- Feb 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Cubans; *Employed Women; *Employment Level; *Employment Patterns; Employment Projections; *Hispanic Americans; Mexican Americans; Occupations; Puerto Ricans; Tables (Data); *Unemployment; *Wages; Young Adults

Women of Hispanic origin are one of the fastest-growing population groups in the United States, increasing from 6.2 million in 1986 to 9.6 million in 1996. The largest segment of this population is of Mexican origin, followed by Puerto Rican

Young, Nancy K.; Gardner, Sidney L.
Implementing Welfare Reform: Solutions to the Substance Abuse Problem.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Drug Abuse; *Drug Addiction; Government Role; *Illegal Drug Use; *Rehabilitation Programs; State Programs; State Regulation; *Substance Abuse; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Treatment Verification; *Welfare Reform

Implementing welfare reform will require difficult decisions from states about how to treat welfare clients who have problems with alcohol or other drugs (AOD). The processes by which states may respond to welfare reform are detailed in this guidebook. It is suggested that states begin with values clarification regarding welfare clients who abuse alcohol or other drugs. In recognition of both the realities of addiction and the demands of community opinion, state policy must balance the responsibility of public and private agencies to provide effective treatment with the reciprocal responsibilities of clients to comply with treatment requirements. Steps that states must take to respond to AOD problems are outlined. They include the following: clarifying values; determining the extent of AOD problems and the need for AOD services; making decisions on screening, assessment, and testing practices; determining treatment options; defining job readiness; addressing the needs of children; making decisions regarding felony drug offenders; working with other needed services; and measuring outcomes of a state's response to welfare reform. Some states' experiences and some program models are detailed here. Six appendices give information on legal requirements, estimates of welfare clients with AOD-related problems, screening and assessment issues, drug testing, patient placement, and factors affecting treatment outcomes. (RJM)

ED 409 503   CG 027 774

Brohl, Kathryn
Working with Traumatized Children: A Handbook for Healing.
PUB DATE- 96
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Child Abuse; *Child Advocacy; *Child Welfare; Children; *Counseling Techniques; Elementary Education; Elementary School Students; Emotional Disturbances; Intervention; *Posttraumatic Stress Disorder; *Story Telling
IDENTIFIERS- *Traumas

Child advocates are becoming increasingly alarmed by the severity of abuse and neglect aimed toward children. Practical suggestions for professionals or others who guide, work with, or treat traumatized children are offered in this handbook.

using television and radio, and other forms of communication. Open lines of communication, between this program and other agencies involved with children, was chosen as a path to resolve problems experienced in helping these children. Implications of the study are discussed. (RJM)

ED 409 522 CG 027 925

Sexton, Thomas L., Ed.; Griffin, Barbara L., Ed.
Constructivist Thinking in Counseling Practice, Research, and Training. Counseling and Development Series.
PUB DATE- 97
NOTE- 279p.; Foreword by Oscar F. Goncalves.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Counseling; Cognitive Psychology; *Constructivism (Learning); *Counseling Techniques; Counseling Theories; *Counselor Training; Elementary Secondary Education; Psychotherapy; Research Methodology; Social Influences; Supervision
IDENTIFIERS- *Deconstruction; Feminist Scholarship; Multicultural Counseling; *Postmodernism; Social Construction

Constructivists believe that counselors and therapists help clients with the construction of knowledge by helping clients expand their alphabet into more flexible, viable, and complex acts of telling (language, conversations, narratives). Ways in which professionals can deconstruct the fundamental assumptions of the mental health professions and offer a constructivist alternative are explored in this book. Twenty-five contributors, who cut across traditional areas of specialization, apply constructivist thinking to a broad range of counseling activities, including practice, research, supervision, and training. The material is divided into five parts. Part one describes the constructivist paradigm and explores topics such as constructivist thinking within the history of ideas, constructivism and reality, the social construction of culture, gender, social constructionism and psychotherapy, and client development. In part two, applications of constructivist thinking are presented. The topics covered here include therapy and language, multicultural counseling, career counseling, and ways to reframe guidance and counseling in the schools. Some applications of constructivist thinking in counseling research are given in part three, whereas part four describes applications of constructivist thinking in counseling training and supervision. The last section outlines some implications of the constructivist paradigm. A list of references follows each chapter; an index is included. (RJM)

ED 409 523 CG 027 930

Pine, Barbara A., Ed.; And Others
Together Again: Family Reunification in Foster Care.
PUB DATE- 93
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-

Recovery Advisory Council of South Carolina, an exploratory study identified and measured the systemic effects of Reading Recovery on the districts, schools, programs, teachers, and students in South Carolina who are touched by it. Subjects, 701 first-grade teachers, second-grade teachers, administrators, Reading Recovery teachers, Reading Recovery teacher leaders, and Reading Recovery teachers in training, completed a questionnaire. Results support the assertion that changes in the literacy level of children who participate in Reading Recovery influence not only the child and the teacher, but provide a positive school-wide impact by inspiring the development of new instructional goals, enhancing the professional development of all teachers, reducing the need for special education, and improving overall school achievement in a cost-effective manner. In addition, the Reading Recovery program produced positive teacher change because it was a school-based model in which teachers learn while they were teaching children and interacting with peers and mentors who were also working in the program. (Contains 12 references; appendixes contain data and a path model.) (RS)

ED 409 543   CS 012 869

Lysaker, Judith
The Relational Dimensions of Literacy.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Emergent Literacy; Ethnography; Grade 1; *Learning Motivation; Primary Education; Reading Instruction; *Student Development; *Teacher Student Relationship; Tutoring; Writing Instruction
IDENTIFIERS- *Learning Environment; Meaning Conditions; Scaffolding; *Tutor Role

A study examined what children do within a teacher/learner relationship as they learn about text. The two questions guiding the study are: (1) how does a child's relationship with his teacher help him learn to read and write, and (2) what qualities of this relationship stand out as essential to the meaning making process? An account of the tutoring relationship with the subject of the study, a first-grade student, was recorded in the form of ongoing field notes. Results indicated that shifting to a relational perspective of literacy learning enables a researcher to see and to value elements of the child's literacy learning that goes beyond his interaction with text. The aspects of ritual, physical closeness, shared objects, shared meaning making, and celebration are the themes of the relationship which are common to a child's early language and are well documented in the interactions of mothers and young children. Findings suggest that perhaps for some children, part of their learning to read and write in school is dependent upon this transposition of earlier relational dimensions of language learning to the classroom. Our current conceptualization of learning to read and write as the development of a set of cognitive and linguistic procesess, rather than a personal and social task learned through relationship, may be limiting our ability to provide effective instruction. (Contains 7 references.) (CR) only 60 of a total of 237 judgmental comments were valuable for revealing terminology useful for establishing a critical storytelling lexicon. From those comments 40 terms emerged, 20 of which were purely nominal in nature and 32 of which were borrowed from other arts. Thus, the study found that the majority of the comments, though relevant to the art of storytelling, were too vague and imprecise to be of value in serving as a basis for developing a critical language for the art. Moreover, it was clear that reviewers of storytelling performances had little conscious conception of the uniqueness of the art. Nonetheless, some judgmental comments did reveal concepts, more frequently implicitly than explicitly, which might serve as a starting point for developing a storytelling aesthetic. (Contains 3 tables of data and 10 figures.) (SR)

ED 409 563 CS 215 868

Rearick, Mary L.
Improving Instruction in the Language Arts and in the Arts through Book-Making: A Collaborative Inquiry in a Second-Grade Classroom.
PUB DATE- May 95
NOTE- 37p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, May 3-5, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Art Activities; Grade 2; Illustrations; *Instructional Improvement; *Integrated Activities; *Language Arts; Primary Education; Revision (Written Composition); Teacher Collaboration
IDENTIFIERS- *Book Production

An action research study investigated the relationship between literary development and integrated instruction in visual arts (illustration) and language arts. Subjects were students in a second-grade classroom and in an art room in a public school of 500 students in an affluent part of a suburban community. Interactions were examined between subject matter and pedagogical methods in the arts and the language arts, between teachers and learners, input and outcomes of the learning process, and the social context in three interrelated learning contexts--reading workshop, writing workshop, and art workshop. The collection of data included participant observation, videotaping, and interviewing. Results indicated: (1) when the art teacher and the classroom teacher collaborated on a book-making project, they learned disciplinary knowledge from one another; (2) the teachers knew how to sequence learning for maximum retention of concepts and skills in both the arts and language arts; (3) the students increased their knowledge and use of concepts and terms related to literature, writing, and the arts; (4) teaching the arts in book-making improved learning in both language arts and in the arts; (5) students' treatment of topics, use of illustrations, and knowledge of revision evolved during the unit; and (6) students revised during the entire unit. Findings suggest that the teachers benefitted directly, and the children benefitted from the teachers' collaboration. (Contains 73 references.) (RS)

ED 409 564 CS 215 894

Godfrey, John R.
The School Dog Is Not the School Dog: The Dilemma of Writing

"'Macbeth' Tempts Fate" (Cleanth Brooks); and "The Greatness of 'King Lear'" (Edward Dowden). Additional features of each book in the series include an annotated table of contents to enhance comparison and facilitate research, a chronology of the author's life and career as well as of concurrent historical events, and primary and secondary bibliographies offering a gateway to further research. (NKA)

ED 409 581 CS 215 929

Swisher, Clarice, Ed.
Readings on Jane Austen. The Greenhaven Press Literary Companion to British Authors.
PUB DATE- 97
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Historical Materials (060)
DESCRIPTORS- Authors; *Classics (Literature); *English Literature; *Literary Criticism; Literary Devices; Literature Appreciation; *Novels; *Research Tools; Secondary Education
IDENTIFIERS- *Austen (Jane); Historical Background; *Women in Literature

Designed for young adults, this book on Jane Austen's novels is one of an anthology series providing accessible resources for students researching great literary lives and works. Contributing writers' essays in the book are taken from a wide variety of sources and are edited to accommodate the reading and comprehension levels of young adults; each essay is introduced by a concise summation of the contributor's themes and insights. Following a biography of Jane Austen, the 20 essays in the book and their authors includes: "England in Austen's Time" (Fay Weldon); "Austen's Women in a Conservative Society" (David Monaghan); "Nineteenth-Century Criticism of Austen's Novels" (John Halperin); "Sex and Social Life in Austen's Novels" (Jan Fergus); "Humor in Austen's Novels" (A. C. Bradley); "Austen Portrays a Small World with Humor and Detachment" (J. B. Priestley); "Stylistic Devices That Create Irony" (Andrew H. Wright); "Games as a Device in Austen's Novels" (Alistair M. Duckworth); "Satire and Realism in 'Northanger Abbey'" (Norman Sherry); "'Sense and Sensibility' Has Little Irony" (John Odmark); "The Best Qualities of 'Pride and Prejudice'" (W. Somerset Maugham); "The Significance of Pictures in 'Pride and Prejudice'" (Tony Tanner); "'Emma': A Heroine with Faults" (Douglas Jefferson); "'Mansfield Park': The Portrayal of Quiet, Complete Love" (June Dwyer); "'Persuasion': Austen's New Kind of Novel" (Marvin Mudrick); and "'Persuasion' and the Cinderella Story" (D. W. Harding). Additional features of each book include an annotated table of contents to enhance comprehension and facilitate research, a chronology of the author's life and career as well as of concurrent historical events, and primary and secondary bibliographies offering a gateway for further research. (NKA)

ED 409 582 CS 215 930

Beinhart, Larry
How To Write a Mystery.
PUB DATE- 96

personal influences on the sharing and unveiling of meaning. It links qualitative interviewing techniques with theories of how people communicate meaning. Following a preface, chapters in the book are: (1) "Listening, Hearing, and Sharing Social Experiences"; (2) "Foundations of Qualitative Interviewing"; (3) "Keeping on Target while Hanging Loose: Designing Qualitative Interviews"; (4) "Choosing Interviewees and Judging What They Say: More Issues in Design for Qualitative Research"; (5) "Building Conversational Partnerships"; (6) "Interviews as Guided Conversations"; (7) "Assembling the Parts: Structuring a Qualitative Interview"; (8) "Hearing about Culture"; (9) "Topical Interviewing"; (10) "What Did You Hear? Data Analysis"; and (11) "Sharing the Results." A list of references, an author index, and a subject index conclude the book. (NKA)

ED 409 601 CS 509 568

Dick, Robert C.; Robinson, Brenda M.
Islamic World View and Global Values vis-a-vis Effective Intercultural Communication.
PUB DATE- Jul 97
NOTE- 25p.; Paper presented at the Biennial World Communication Association Conference (14th, San Jose, Costa Rica, July 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Global Approach; *Intercultural Communication; *Islamic Culture; *Religious Factors; Role of Education; *Values; Western Civilization
IDENTIFIERS- Communication Behavior; Communication Channels; *Islam; Islamic Countries; World Religions; *World Views

Suggesting that more study and understanding of Islam vis-a-vis the West could open more effective channels in intercultural communication, this paper addresses Islamic world views and values as they undergird the communication process. Although generalizations about Islam are difficult to make, the paper states that Islam is the second largest religion in the world, and includes 45 Muslim countries as well as Muslim communities in other countries. In an overview on the historical emergence of Islam, the paper discusses its founding principles. In the next section on characteristic Islamic values, the paper traces the historical development of the religion and its 2 branches of government, Sunni and Shi'i--Sunnis now constitute 85% of the Islamic population. Focusing on recent years, the paper finds that changes have occurred that appear to greatly shape Islamic world views and values reflected in the communication with and within that religion. The paper offers a summary of values generally attributed to Muslims: collectivism, egalitarianism, fatalism, and verbalism. Noting that today, after the impact of colonialism and Western imperialism on the Islamic world view, it is inaccurate to assert that "there is no separation of church and state" in Islam, the paper nevertheless finds that many Muslim leaders are "walking a tightrope" trying to persuade their followers to accept the good about the West. The paper concludes that whether Muslims are highly conservative or moderate reformers, the rest of the world can practice with them the communication principles of openness, provisionalness, empathy, and equality. (Contains 13 references.) (NKA)

ED 409 602 EA 027 419

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Charter Schools; Educational Finance; Elementary Secondary Education; *Governance; *Institutional Autonomy; *Institutional Characteristics; Public Schools; *School Demography; State Legislation; State Regulation

In response to widespread demands for better public education and for more choice among public schools, a number of state legislatures in the early 1990s permitted educators and local communities to develop "charter" schools. This report presents the first-year findings of the National Study of Charter Schools, sponsored by the U.S. Department of Education. The study is a 4-year research effort to document and analyze the charter-school movement. Data were derived from telephone interviews conducted in 1996 with 225 of the 252 charter schools in operation and from field visits to 42 of the 93 schools that had been open for at least 1 year in 1996. The data show that charter schools are extremely diverse because of state and local factors; that states play a prominent role in defining the possibilities of charter schools; that most charter schools are small, but they serve racially and economically diverse student populations; that charters provide the opportunity to pursue educational goals that can be reached more effectively with fewer restrictions and stable financial support; and that new charter schools face challenges commonly encountered by beginning businesses, including startup costs, time for planning, cash flow constraints, and recruitment of staff and students. Five tables and one figure are included. (LMI)

ED 409 622 EA 028 477

Cheung, Oona; And Others
Protecting the Privacy of Student Records. Guidelines for Education Agencies.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 97
NOTE- 155p.; Prepared for the National Forum on Education Statistics.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); *Confidential Records; *Confidentiality; Data Collection; Elementary Secondary Education; *Federal Legislation; Federal Regulation; Higher Education; *Privacy; State Regulation; *Student Records

Education-agency and school staff are legally and ethically responsible for safeguarding student information. In addition to federal and state laws and regulations, education agencies need policies and procedures to guide their everyday information-maintenance operations. This document provides examples of policies and procedures as well as guidelines for deciding what is needed to ensure the privacy of student information. Section 1 provides an overview of the issues and discusses important concepts and terminology used throughout the document. Section 2 describes federal laws protecting the privacy of students that have implications for the maintenance and release of student data by state and local education agencies. The third section describes appropriate procedures for collecting individual information about students. Section 4

"Rethinking Educational Change" (Andy Hargreaves); (2) "The Complexity of the Change Process" (Michael Fullan); (3) "Cultures of Teaching and Educational Change" (Andy Hargreaves); (4) "Chaotic Reflexivity" (Helen Gunter); (5) "Leadership for Change" (Michael Fullan); (6) "Teacher's Professional Development in a Climate of Educational Reform" (Judith Warren Little); (7) "Getting School-Based Management Right" (Priscilla Wohlstetter); (8) "Learning From School Restructuring" (Penelope L. Peterson, Sarah J. McCarthy, and Richard F. Elmore); (9) "Finding the Way: Structure, Time, and Culture in School" (Tom Donahoe); (10) "School/Family/Community Partnerships" (Joyce L. Epstein); and (11) "Emotion and Hope: Constructive Concepts for Complex Times" (Michael Fullan). References accompany each chapter; an index is included. (LMI)

ED 409 641 EA 028 501

Green, Andy
Education, Globalization and the Nation State.
PUB DATE- Jul 97
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Centralization; Decentralization; Developing Nations; *Economic Development; Economic Impact; *Educational Economics; Elementary Secondary Education; *Federal Government; Foreign Countries; *Government School Relationship; Information Technology; International Education; *Role of Education; Sociology
IDENTIFIERS- Global Change; *Nation States; Postmodernism

The role of the nation state is now changing, and with it the place of education. This book explores the role of education in the "post-national" era, and asks the following questions: How far can national states control their education systems in a world of global markets and supranational political organization? How distinctive will national education systems remain against pressures for international convergence? How far can states promote "national cultures" through education and what forms should these take in pluralistic societies? Does the national education system have a future at all? Chapter 1 reviews the literature on postmodernism and assesses the claims of postmodern education theorists as regards the current and future trends in education. Chapter 2 compares the role of education in nation-building in European and East Asian "developmental" states. Chapters 3 and 4 examine the historical and contemporary role of the state in technical education and training in Britain, Germany, and France. Chapter 5, from an original article written with Richard Aldrich, looks at the relations between education and national consciousness in one multinational state: the United Kingdom. The sixth chapter draws on the author's recent research with Hilary Steedman on qualification rates in Britain, France, Germany, Singapore, and the United States, and analyzes the causes of differential outcomes in centralized and decentralized education systems. Chapter 7 is an extended essay on globalization theory and its implications for the future of national education systems. Three figures are included. (Contains 314 references.) (LMI)

ED 409 642 EA 028 502

Eckstein, Richard M., Ed.
Directory of Education Grants. First Edition. A Reference

higher socioeconomic status were less likely to report success in instructing students with learning and behavior problems. Also, quality of preservice preparation had a strong direct effect on teachers' efficacy beliefs as did collegiality with special education teachers. Finally, quality of special education inservice and principal support for mainstreaming students with disabilities positively affected collegiality with special education teachers. (Contains 23 references.) (DB)

ED 409 662 EC 305 704

Teacher Resources Catalogue.
PUB DATE- 97
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Counseling; *Disabilities; Educational Resources; Elementary Secondary Education; Ethnic Groups; Foreign Countries; French; French Canadians; Language Maintenance; Minority Groups; Optical Disks; *Special Education; *Special Needs Students; Videotape Recordings
IDENTIFIERS- Alberta

This annotated bibliography contains approximately 90 selected print and media resources to help Alberta (Canada) teachers implement special education programs. Items were selected to ensure that content fits the curriculum, the content is current, the conceptual level is appropriate, there is Canadian content, and controversial issues are treated appropriately. In the first section, items are grouped into the following areas of special needs: aboriginal, assessment, attention deficit hyperactivity disorder, awareness, behavior disorders, deaf or hard of hearing, developmental disabilities, early childhood services, fetal alcohol syndrome, gifted and talented, information and legal aspects, integration, interagency collaboration, learning disabilities, physical disabilities, programing for students with special needs, reading, social skills, and visual impairments. Additional sections describe resources in guidance and counseling, resources in French (with French descriptions), videos, and laser disks. Order information and an order form are also included. (DB)

ED 409 663 EC 305 705

Rossi, Robert; And Others
Profiles of Students with Disabilities as Identified in NELS:88.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 97
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Definitions; *Disabilities; *Disability Identification; High Risk Students; Incidence; Longitudinal Studies; National Surveys; *Outcomes of Education; Profiles; Secondary Education; Special Education; *Student Characteristics; *Student Experience
IDENTIFIERS- *National Education Longitudinal Study 1988

This report summarizes characteristics of students with disabilities in the National Education Longitudinal Study (NELS:88), which conducted a base-year survey in 1988 of all U.S. public and private schools containing eighth grades,

DESCRIPTORS- Change Agents; College School Cooperation; *Cooperative Programs; *Delivery Systems; *Disabilities; Elementary Education; Higher Education; *Integrated Services; *Interdisciplinary Approach; Interprofessional Relationship; Long Range Planning; Partnerships in Education; School Community Relationship; Seminars; Special Needs Students; Technical Assistance
IDENTIFIERS- *Kansas

This paper describes a 2-year project to foster delivery of collaborative and integrated services to elementary students with disabilities or at risk. During the first year, 21 school-linked service providers from three school districts in Kansas were brought together to explore and implement patterns of collaborative, transdisciplinary planning and shared responsibilities. During Year 2, the project supported these service providers in implementing building-based school improvement plans that addressed issues such as collaborative problem solving of behavior management issues, parental involvement in the school community, and partnerships with community mental health agencies. Among the project's activities have been a seminar in interprofessional service integration, a field trip to two Communities-in-Schools sites, and technical assistance to participants in the design of interprofessional development plans. Project evaluation has indicated: (1) increased participant awareness of professions providing services to students; (2) participants' development of an interprofessional development plan related to each school's School Improvement Plan; and (3) use of information about gaps in participants' collaborative knowledge to improve the Teacher Education Program curriculum at the University of Kansas. Appended are the seminar syllabus and lists of strengths, weaknesses, opportunities, and challenges at each of the three sites. (Contains 17 references.) (DB)

ED 409 680 EC 305 726

Bandyk, Jennifer E.; Diamond, Karen E.
Changes in Preschool Children's Social Interactions with Classmates with and without Disabilities.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Observation Techniques; *Disabilities; *Inclusive Schools; *Interaction Process Analysis; Interpersonal Competence; *Interpersonal Relationship; Mainstreaming; *Peer Relationship; *Preschool Children; Preschool Education; Teacher Student Relationship

This study examined changes in the social interactions of children with and without disabilities, who were enrolled in inclusive preschool classes. It investigated the frequency of child participation in groups during free play, differences in participation patterns of children with and without disabilities, and ways in which children's patterns of participation with children and adults during free play changed over the course of the year. Four preschool classrooms with 59 children (52 typically developing and seven with such disabilities as spina bifida, cerebral palsy, and severe communication disorders) were observed during free play using a classroom mapping procedure and coding. The study found that neurobiology and neuropsychology, and the technical advancement in genetic research and neuroimaging are addressed. (Contains 73 references.) (CR)

ED 409 698 EC 305 758

Temelini, David; Fesko, Sheila
Responding to the Needs of Youth with Disabilities Who Are Runaway or Homeless. Research to Practice, January 1997.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- Jan 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Behavior Disorders; *Disabilities; *Disability Identification; Emotional Disturbances; Homeless People; Interpersonal Competence; Learning Disabilities; Program Design; *Runaways; *Social Agencies; Social Services; *Staff Development; Surveys
IDENTIFIERS- *Program Modification

This newsletter issue discusses the results of a survey of 242 Family and Youth Service Bureau agencies that investigated the number of youth (ages 16-21) with disabilities served, and the incidence of and response to youth who did not have an identified disability, but whom staff may have suspected had an underlying learning, emotional, or other developmental problem. Results found that 94 percent of the agencies reported having served youth with an identified disability and approximately one quarter of the total number served were youth with an identified disability. Ninety-three percent of the agencies provided services for youth with a suspected disability. Agency staff reported a variety of behavioral indicators used to identify individuals with possible disabilities, including difficulties with interpersonal relationships, difficulties following through on tasks, problems with multi-step instructions, mood swings, and inclinations towards aggressive behavior and hyperactivity. A majority of agency respondents felt concerned that their staff did not have the skills to work with these youth. Two-thirds of the agencies made program modifications to address the needs of youth with disabilities. A list of recommendations are provided for responding to the needs of youth with disabilities who are runaways, homeless, or at-risk for running away. (CR)

ED 409 699 EC 305 759

Trupin, Laura; And Others
Trends in Labor Force Participation among Persons with Disabilities, 1983-1994. Disability Statistics Report No. 10.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 97
NOTE- 47p.; For report number 9, see ED 408 734.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Age Differences; *Disabilities; *Employment Patterns; *Labor Force; Labor Force Nonparticipants; National Surveys; *Participant Characteristics; *Sex Differences; Tables (Data)

This report uses data from the National Health Interview Survey

De Lorenzo, William E.; And Others
Teacher Preparation: A Team Approach.
PUB DATE- 3 Apr 97
NOTE- 27p.; Paper presented at the Northeast Conference on the Teaching of Foreign Languages (New York, NY, April 3, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *College School Cooperation; Cooperation; Educational Change; Educational Objectives; Elementary Secondary Education; Higher Education; Instructional Effectiveness; Models; Portfolios (Background Materials); *Preservice Teacher Education; Relevance (Education); Second Language Instruction; *Second Languages; *Teacher Education; Teacher Expectations of Students; *Team Teaching; *Theory Practice Relationship
IDENTIFIERS- *University of Maryland College Park

A model of preservice teacher education for second language instruction that (1) emphasizes the relationship between theory and practice in the classroom and (2) brings practicing elementary and secondary school teachers and teacher educators together to train new teachers is presented. The program is implemented in three coordinated courses at the University of Maryland, College Park. Components of the model and of the course sequence are outlined here, including: a list of program features and expectations; lists of sample student activities to fulfill course objectives; descriptions of student portfolio content requirements; objectives and expectations of the student teacher/teacher educator relationship; notes of elements of effective teaching and classroom interaction; and a motivational note to new teachers. Appended materials include a photocopied article on reforming teacher education and sample certificates for completion of the program. Contains 14 references. (MSE)

ED 409 720 FL 024 651

Bhebe, Cindy L.
Helping Secondary ESOL Students To Develop Basic Writing Skills through Process Writing and Publication.
PUB DATE- Dec 96
NOTE- 90p.; Master's Thesis, Southeastern University, Florida.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; Class Activities; *English (Second Language); Heterogeneous Grouping; High Schools; Instructional Effectiveness; *Limited English Speaking; Peer Evaluation; Peer Teaching; Second Language Instruction; *Self Esteem; Student Evaluation; *Writing for Publication; *Writing Instruction; *Writing Processes

A 12-week practicum testing a method for improving writing skills and self-esteem among secondary school students learning English for speakers of other languages (ESOL) is reported. Thirteen students in a larger class at one school were identified for participation, and placed in small heterogeneous groups by skill level. Groups selected writing tasks for a student newsletter, including an advice column, issues and interviews, human interest stories, a comic strip, production, and editing. Individual students completed writing tasks, received feedback through peer conferencing within groups, and definition of targeted speech communities; insufficient communication between researchers and ESL teachers, resulting in teachers' continued reliance on native-speaker intuition in determining language appropriateness; and results that may be inappropriate for some contexts and audiences of ESL instruction. Areas for future research are noted. Contains 61 references. (MSE)

ED 409 739 FL 024 679

Pica, Teresa
Tradition and Transition in Second Language Teaching Methodology.
PUB DATE- 97
NOTE- 24p.; For serial issue as a whole, see FL 024 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Chinese; Class Activities; *Classroom Communication; Classroom Techniques; *Communicative Competence (Languages); Comparative Analysis; Educational Change; Educational Objectives; Educational Trends; *English (Second Language); *Error Correction; *Grammar; Instructional Materials; Pragmatics; Second Language Instruction; *Second Languages; Sociocultural Patterns; Teaching Methods; Trend Analysis

A discussion of the practice of English-as-a-Second-Language (ESL) teaching calls for an instructional strategy integrating traditional methods and the communicative approach. Components of traditional teaching methods (grammar instruction, correction, dictation, dialogue, and native language use) are linked with communicative questioning strategies, participation patterns, and interactive materials in a number of classroom techniques and procedures. Focus is on ESL instruction for native speakers of Chinese. Notes on grammar instruction and error correction highlight features of Chinese that contrast or compare with features of English (e.g., word order) or that are challenges for native Chinese speakers (e.g., verb endings), and on effective classroom techniques for addressing them in class. Principles underlying use of classroom participation patterns that support development of communicative competence are also discussed. Grammar-focused tasks that integrate traditional and communicative approaches are then described, including information exchange, dictogloss, and dictocomp tasks. Finally, the role of the native language in the ESL classroom is examined briefly. Contains 65 references. (MSE)

ED 409 740 FL 024 680

Banerjee, Haimanti
Cultural Consciousness in a Language Class.
PUB DATE- 97
NOTE- 10p.; For serial issue as a whole, see FL 024 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Adult Learning; *Classroom Environment; Classroom Techniques; *Cultural Awareness; Cultural Education; *Heritage Education; Instructional Effectiveness; Instructional Materials; Language Research; Media Selection; Second Language Instruction; *Second Languages; *Suggestopedia; Teaching Methods

Acknowledging that the Suggestopedia approach is not very popular, this paper focuses on the use of Suggestopedia's

Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; College Instruction; *Educational Attitudes; Educational Change; Higher Education; Mathematics; *Mathematics Instruction; *Mathematics Teachers; *Standards; Teaching Methods
IDENTIFIERS- Faculty Attitudes; NCTM Assessment Standards; NCTM Curriculum and Evaluation Standards; NCTM Professional Teaching Standards

This study examined mathematics instruction at the collegiate level, focusing on the beliefs of college mathematics faculty in regard to mathematics learning and teaching. Twenty-six mathematics faculty at seven Midwestern colleges and universities were interviewed about their views on mathematics, the nature of mathematical truths, and the acquisition of mathematical knowledge. Faculty were also asked to comment on reforms and standards proposed by the National Council of Teachers of Mathematics (NCTM), and to provide information about their current teaching methods. It was found that most of the faculty had low levels of awareness of NCTM reform efforts or proposed standards. However, the majority expressed at least some agreement with most of the proposed reforms and standards presented during the interview. The most common in-class activity reported by the faculty was students taking notes while the instructor lectured, while less common in-class activities included students using calculators, discussing solutions to mathematics problems, and learning through real-life applications. Most faculty indicated that they would like to use more in- and out-of-class activities that required students to think about and communicate mathematical ideas. A copy of the interview protocol is included. (Contains 14 references.) (MDM)

ED 409 759   HE 030 233

Busch, Lawrence
Actor Networks and the Division of Knowledge in the University.
PUB DATE- Mar 97
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; Epistemology; Higher Education; Humanities; *Intellectual Disciplines; *Interdisciplinary Approach; Natural Sciences; Social Sciences; *Universities

This paper discusses the current division of knowledge at the college and university level, its historical roots, and the application of Actor Network Theory (ANT) to arrive at an explanation of the permanence of the current division of knowledge as well as what form a new division of knowledge might take. It finds fragmentation and disintegration characteristics of contemporary American higher education, divisions within the natural and social sciences, and a high level of irrelevance. The ANT perspective argues that today's division of knowledge reflects the historical development of diverse and often conflicting networks of people and things associated with various departments and disciplines. These networks consist not only of disciplinarians, professional associations, and diverse client groups, but also include a building. Appendices include: a copy of a 1991 statement concerning environmentally sustainable development issued by a gathering of university representatives in Halifax, Canada; a summary of the important facets of linkage; an abstract of ideas from the Centre for International Programs, University of Guelph (Ontario); the seven fundamental principles of the Red Cross and Red Crescent movements; an Association of Universities and Colleges of Canada (AUCC) survey on internationalization; and excerpts from AUCC's publication "UniWorld." (Contains 40 references.) (CH)

ED 409 778 HE 030 288

Ruppert, Sandra S.
Going the Distance. State Legislative Leaders Talk about Higher Education and Technology.
PUB DATE- Jun 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Finance; Educational Policy; Educational Technology; Higher Education; Innovation; Legislators; *Policy Formation; Politics of Education; *School Funds; State Aid; State Government; *State Legislation; State Programs; State Schools; State Surveys; Technological Advancement; *Technology Transfer
IDENTIFIERS- *State Legislatures

The purpose of this study was: (1) to examine state legislature agendas for providing access to use of technology for educational purposes; (2) to review legislative policy concerns and priorities related to the role of technology in postsecondary education; and (3) to examine the effect of legislative views and actions regarding technology on state higher education policy and funding. The study conducted telephone interviews with 21 current state legislators between December 1996 and January 1997 in 11 states: Ohio, Washington, Iowa, Georgia, Utah, Minnesota, Arizona, Georgia, North Carolina, Colorado, Texas, and Florida. The report is organized in five sections: Part 1 describes the technological, higher education, and policy environments in which legislative actions operate. Part 2 offers brief overviews of current legislative policy and funding priorities for supporting technology use in higher education. Part 3 examines legislative perspectives on goals for the use of technology in higher education and the implications for planning. Part 4 focuses on other aspects of state higher education policy and funding and in Part 5 state legislative visions for the future and the barriers to implementing them are described. Appendixes include: a list of the state legislators interviewed; a review of the research methodology; and a copy of the interview protocol. (Contains 19 endnotes.) (CH)

ED 409 779 HE 030 289

Meacham, Jack
Assessing General Education. A Questionnaire To Initiate Campus Conversations.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

supported universities in 45 states, and 27 university systems representing 21 states, on the administrative salaries they paid in 1996-97. The salaries are presented in rank-order (from highest to lowest) to facilitate comparisons of a participant's relative standing with other universities. Salaries are reported only for full-time administrators. The report includes officers whose responsibilities and functions range from that of a director of a single office to the university president. Statistical data, comprising nearly the entire report, are divided into three main sections. The first section provides the ranking of salaries paid among all participating universities, including the average of those salaries paid at institutions belonging to the National Association of State Universities and Land-Grant Colleges. The second section is a series of tables showing the salaries paid among the 87 participating institutions, first presented overall and then by the 9 geographic regions defined by the Equal Employment Opportunity Commission. The third section comprises a table of salaries paid to the university system officers. An index is included. (JLS)

ED 409 797　　　　HE 030 327

Satterlee, Brian
Investment and Portfolio Management: The Development of a Graduate Level Business Course.
PUB DATE- Jan 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration Education; *Business Education; *Course Content; Course Descriptions; Course Objectives; Course Organization; *Curriculum Design; Higher Education; *Investment; Program Implementation
IDENTIFIERS- Warner Southern College FL

This paper describes the results of a project to develop a graduate-level business course in Investment and Portfolio Management for use in a Master of Business Administration degree program at Warner Southern College (Florida). The development of the course had three phases: (1) learning outcomes were derived from a literature review on investment and portfolio analysis; (2) course guidelines and a course syllabus were developed based on the literature review with the syllabus containing a proposed course description, course goals, specific performance objectives, and major terms to be covered; and (3) a course outline was developed that included information regarding required textbooks, grading policies, and course requirements and learning activities. Copies of the Course Guidelines, Course Syllabus, and Course Outline with lesson outlines are included. The lesson topics include overview of investment and portfolio analysis; markets for securities and taxes; risk and return; economic analysis; industry analysis; company analysis; bond analysis; derivatives; technical analysis; portfolio analysis; portfolio selection; and managed portfolios. (JLS)

ED 409 798　　　　HE 030 328

Mexico Higher Education. Reviews of National Policies for Education.
PUB DATE- 97
NOTE- 217p.

(Irene Harwarth); and (4) "Women's Colleges in the United States, An Overview of Research and Questions for the Future" (Mindi Maline). An appendix contains 18 tables with data on enrollment by size and type of institution, by geographic region, and for selected years; degrees awarded; staffing at private 4-year colleges by occupational category, sex, and Carnegie classification; and average salary of full-time faculty at women's colleges by sex and Carnegie classification. (Contains 100 references.) (CH)

ED 409 816 HE 030 348

Slaughter, Sheila; Leslie, Larry L.
Academic Capitalism: Politics, Policies, and the Entrepreneurial University.
PUB DATE- 97
NOTE- 276p.; Based on research supported by the Fulbright Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Academic Freedom; College Faculty; Comparative Education; Corporate Support; Educational Administration; *Educational Finance; Educational Policy; *Entrepreneurship; Faculty College Relationship; Foreign Countries; *Global Approach; Government School Relationship; Higher Education; Innovation; Marketing; Politics of Education; Research and Development; *School Business Relationship; *Technology Transfer; World Affairs

Globalization of the political economy, and the attendant reductions in government funding, liaisons with business and industry, and marketing of educational and business services, has been changing the nature of academic labor. The first three chapters discuss the ways in which global political and economic changes have had an impact on higher education patterns in Australia, Canada, the United Kingdom, and the United States. They cover academic capitalism; how changes in national higher education policies affect access to higher education and impact curricula, research, and institutional autonomy; and financial trends (summarized in 11 data tables). In Chapters 4, 5, and 6 case studies of various institutions examine advantages and disadvantages of academic capitalism, technology transfer strategies, faculty engagement in entrepreneurial capitalism, and changing faculty values, norms, and beliefs. Chapter 7 analyzes the impact of the findings on academic life from departmental to administrative levels, assessing it in terms of the closeness or distance from the market. An appendix presents data and analyses on changes in financing of higher education in Finland, France, Germany, Greece, Japan, Netherlands, Norway, Spain, and the four countries noted above. (Contains 280 references.) (CH)

ED 409 817 HE 030 349

Ontario Universities: Academic Assessment, Assessment of Research, Technology Transfer.
PUB DATE- Jun 97
NOTE- 30p.; Report compiled for the Meeting of Rectors and Presidents of Universities of the Four Motors for Europe, Wales and Ontario (Canada), plus a delegation from Quebec (Canada) (4th, Barcelona, Spain, June 4-6, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

(19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Organization; Class Size; Classroom Techniques; Grading; *Graduate Study; Higher Education; Information Technology; Instructional Innovation; Problem Solving; Program Evaluation; *Student Centered Curriculum; Student Evaluation; Teacher Student Ratio; Teachers; Teaching Methods
IDENTIFIERS- Group Size; *Problem Based Learning; *University of Colorado Denver

This paper provides a brief overview of Problem-Based Learning (PBL) as an instructional methodology. A description of a graduate program for practicing teachers at the University of Colorado at Denver (UCD) is also included. Problem-based learning is a student-centered instructional methodology that teaches content and skills within a knowledge domain by using substantive, carefully-crafted problems or challenges as the stimulus and focus for student activity. The students work with problems in a manner that fosters reasoning and knowledge application. The master's program in information and learning technologies at UCD is designed for classroom teachers using PBL as their primary instructional strategy. The main emphasis of the program is to help teachers learn to integrate information and learning technologies in student-centered ways in the classroom. Program issues, problems, successes, and lessons learned are discussed, including: group size and student-teacher ratio, infrequent class meetings, projects versus problems, project time commitment, and assessment and grading. (Author/SWC)

ED 409 835 IR 018 424

Dunlap, Joanna C.
Preparing Students for Lifelong Learning: A Review of Instructional Methodologies.
PUB DATE- 97
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; Decision Making; Futures (of Society); Higher Education; *Independent Study; Innovation; Intentional Learning; *Lifelong Learning; Metacognition; Problem Solving; Reciprocal Teaching; Research Methodology; Research Needs; Research Skills; *Student Educational Objectives; Students; *Teaching Methods
IDENTIFIERS- Cognitive Apprenticeships; Problem Based Learning

In a climate of rapid change, increasing innovation, and proliferating knowledge, lifelong learning is an important educational objective. Lifelong learning skills need to be developed if educators intend for their students to stay current in their fields. Staying abreast of new innovations, research, techniques, and information is a prerequisite for successful decision-making and problem-solving on the job. This paper provides an overview of instructional methodologies--problem-based learning, intentional learning, reciprocal

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Females; *Internet; Nonprint Media; *Sex Bias; Sex Role; Social Influences; *Stereotypes; World Wide Web
IDENTIFIERS- *Computer Users; Cyberspace; Gender Issues; Listservs; Societal Impact

The social construct of gender is laced throughout society and carries stereotypes through the use of language, arts, literature, and social practices. As more women begin using computers more frequently and in new ways, stereotypes become evident in the patterns of communication in cyberspace. One of the characteristics of computer-mediated communication (CMC) is its lack of easy social contextualization. Despite the anonymity of the communication media, some women report that they are harassed and intimidated from posting and particulating in on-line conferences or via e-mail. To avoid this, some women choose gender-neutral user identifications and prefer to post in women-only conferences or mailing lists. The social implications of computer-mediated communication are vast, from its potential ability to overthrow centralized control of information to its potential ability to help people to communicate with each other with fewer prejudices and misunderstandings. Although there are increasing numbers of women who are actively using cyberspace, it remains male-dominated, and most training materials for the computer environment are written by males. An extensive review of online World Wide Web page design documents revealed that the topic of gender representation in language and general page designs was not addressed. In order to reach a balance of language and imagery in cyberspace, a neutral area is needed where stereotypes come to rest. (AEF)

ED 409 853 IR 018 442

Marcinkiewicz, Henryk R.; Clariana, Roy B.
Text Design: The Influence of Headings on Multiple-Choice Tests.
PUB DATE- 97
NOTE- 4p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Evaluation Criteria; Evaluation Methods; Higher Education; *Measurement Techniques; *Multiple Choice Tests; Performance; *Test Construction; *Text Structure; Undergraduate Study; Use Studies
IDENTIFIERS- *Headings

This study extends earlier research on headings use in undergraduate testing, and examined whether headings within multiple-choice tests positively impact test performance. Participants were employees (n=143) of a large manufacturing plant in the western United States. The experimental group received a multiple-choice recertification test with headings included; the control group received the same test without headings. Findings indicated that headings within multiple-choice tests did positively affect test performance and suggest that headings may differentially impact test items of differing difficulty. Future research should focus on increasing heading specificity. (Contains 27 references.) (AEF) objectives in the instructional program. A 13-item attitude questionnaire assesses subjects' satisfaction with the material, their perceived effort, desire for more information, continuing motivation and their confidence in their posttest performance. (Contains 25 references.) (AEF)

ED 409 869 IR 018 458

Seels, Barbara
The Relationship of Media and ISD Theory: The Unrealized Promise of Dale's Cone of Experience.
PUB DATE- 97
NOTE- 6p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; Audiovisual Communications; *Cognitive Processes; Communication (Thought Transfer); *Concept Formation; *Educational Media; Educational Technology; Instructional Development; Logical Thinking; *Media Selection; Multimedia Instruction; Systems Approach
IDENTIFIERS- Dale (Edgar); *Instructional Systems Design

Instructional systems design (ISD) is the integration of general systems theory, instructional theory, and communications theory. Edgar Dale, a leader in the fields of reading and journalism and a pioneer in the humanistic/communications tradition of the field of instructional technology, related the concrete to abstract continuum to media decisions in his textbook, "Audio-Visual Methods in Teaching." Dale believed that learning becomes more meaningful when abstract learning and concrete experience are related. Dale advanced the field theoretically through the Cone of Experience, a way to classify media experiences in relation to the concrete and abstract psychological dimensions of learning. The Cone of Experience was historically important in its attempt to connect psychological/instructional theory and communications media. While the direct to vicarious and purely symbolic experience continuum is still valid, the cone is dated in its description of media. The cone was introduced in a different time period when there were fewer theories and those that existed were used more uniformly. Today, there is no widely accepted theory which follows in the tradition of the Cone of Experience, and the result is a gap in instructional design theory. New directions in theory worth pursuing in order to close the gap include: more specialized models; new ways to test models; models which combine design, development, and evaluation; and message design theory which relates types of learning and other variables. (Contains 20 references.) (SWC)

ED 409 870 IR 018 459

Sheehan, Joseph; Tessmer, Martin
A Construct Validation of the Mental Models Learning Outcome Using Exploratory Factor Analysis.
PUB DATE- 97
NOTE- 19p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; Career Exploration; Competence; *Competency Based Education; Computer Literacy; Dropout Prevention; Employment Qualifications; Entry Workers; Job Skills; On the Job Training; Postsecondary Education; *Prevocational Education; Secondary Education; State Curriculum Guides; *State Standards; *Statewide Planning; Student Evaluation; Student Motivation; Teaching Guides; Vocational Education; Work Attitudes; Work Experience Programs
IDENTIFIERS- *Diversified Cooperative Training; *Florida

This document contains vocational education program course standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary and postsecondary level as part of Florida's diversified education program, which consists of courses, programs, and activities designed to achieve the following purposes: prepare individuals for employment in selected occupations through cooperative instruction; motivate potential school leavers to remain in school by providing a variety of supervised, occupational on-the-job experiences combined with general human relationship and employability skills; and reinforce the basic skills in English, mathematics, and science appropriate for individual students' job preparatory programs. Curriculum frameworks are provided for the following programs: exploration of vocational occupations; practical arts (general); workplace computer applications; workplace essentials; cooperative diversified education; diversified cooperative training; guided workplace learning; work experience; and vocational-related basic skills. Each curriculum framework includes some or all of the following: program title, occupational area, grade level, length, certification awarded; major concepts/content covered in the course; laboratory activities; special notes; and intended outcomes. (MN)

ED 409 431 CE 074 350

Family and Consumer Sciences Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 97
NOTE- 451p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Child Care Occupations; Competence; *Competency Based Education; *Consumer Education; Dietitians; Employment Qualifications; Entry Workers; *Family Life Education; Fashion Industry; Food Service; Home Economics; Home Management; Intermediate Grades; Job Skills; *Occupational Home Economics; Parenting Skills; Postsecondary Education; Secondary Education; State Curriculum Guides; *State Standards; *Statewide Planning; Student Evaluation; Teaching Guides; Vocational Education
IDENTIFIERS- *Florida

This document contains vocational education program course standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary and postsecondary level as part of the family and consumer sciences component of Florida's comprehensive vocational education program. Curriculum frameworks are provided for 32

Asia-Pacific Regional Consultation on Adult Education (Jomtien, Thailand, September 16-18, 1996). Final Report.
PUB DATE- 97
NOTE- 88p.; Product of the Asia-Pacific Programme of Education for All (APPEAL).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Programs; Basic Skills; Change Strategies; Culture; Developing Nations; Economic Development; Educational Change; Educational Needs; Educational Technology; Educational Trends; Empowerment; Foreign Countries; *Lifelong Learning; *Needs Assessment; Nonformal Education; Poverty; Program Development; Quality of Life; *Regional Planning; Social Development; *Strategic Planning; Trend Analysis; Womens Education
IDENTIFIERS- *Asia Pacific Region

The Asia-Pacific Regional Consultation on Adult Education was held for the following purposes: review progress and trends in adult education policies and programs since 1995; identify issues, problems, and constraints facing adult and nonformal education; and identify emerging priorities and future trends for effective promotion of adult and nonformal education in the Asia-Pacific Region. The consultation featured a video presentation, panel presentations, sharing of country experiences, and roundtable discussions of the following topics: adult education as a tool for poverty alleviation and improvement of quality of life; adult education for empowerment of girls and women; adult education, culture, and technology; and adult education for sustainable development. An agenda for the future was developed that included a framework for adult education and policy and program implementation recommendations. (Appended are a list of participants and the following presentations: "Inaugural Address and Keynote Speech," by Sukavich Rangistpol; "Welcome Address," by Kasama Varavarn; "Welcome Speech," by Victor Ordonez; "Speech," by Jamnian Saksakulthai; and "Briefing about the 1997 International Conference on Adult Education, Hamburg, Germany," by Paul Belanger.) (MN)

ED 409 448   CE 074 384

Aksornkool, Namtip
Gender-Sensitive Education for a Better World. Background Document.
PUB DATE- 97
NOTE- 27p.; Background paper for the International Conference on Adult Education (5th, Hamburg, Germany, July 1997). For a related document, see CE 074 385.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Change Strategies; Conventional Instruction; Developing Nations; *Educational Environment; Educational Needs; Elementary Secondary Education; *Equal Education; Females; Foreign Countries; Illiteracy; Nonformal Education; Position Papers; *Sex Differences; *Sex Fairness; Sex Stereotypes; *Womens Education
IDENTIFIERS- Asia Pacific Region; Gender Issues

Economic restructuring has severely affected the education of girls, particularly in the poorest and least developed countries where poverty is the major obstacle to education. Girls still constitute the majority of children not enrolled in was involved in the most important political-pedagogical practice of his life and where he learned how to deal with the relationship between practice and theory. The 12th letter discusses some defining moments: Freire's involvement with the Movement for Popular Culture, Cultural Extension Service at the Federal University of Pernambuco, and adult literacy in Angicos, Rio Grande de Norte. The 13th letter is a transition between letters about personal experiences and letters that respond to contemporary challenges to his work. The last four letters discuss these topics: relationships between education and democracy; liberation and freedom; advising those writing graduate theses and doctoral dissertations; concerns about domination; and current educational and political debates. Notes by Ana Maria Araujo Freire and an index are appended. (YLB)

ED 409 466 CE 074 427

Appreciating Diversity: A Tool for Building Bridges.
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Alaska Natives; *American Indians; *Asian Americans; *Blacks; Cross Cultural Training; *Cultural Differences; Cultural Pluralism; Ethnic Groups; *Hispanic Americans; Latin Americans; Majority Attitudes; *Minority Groups; Non English Speaking; Older Adults; Pacific Americans; Spanish Americans
IDENTIFIERS- African Americans; *Cultural Values; Latinos

By the year 2000, one in three persons in the United States will belong to a minority group. This booklet aims to help adult educators promote awareness, understanding, acceptance, and appreciation of the cultural diversity of the five major cultural groups in the United States: American Indians/Alaska Natives, Asians and Pacific Americans, Black/African Americans, Hispanic/Latino Americans, and White Americans. The booklet contains a section on the values and practices of each cultural group, including family, communication styles, view of the individual, social interaction, materialism and success, concept of time, concept of health, religion and spirituality, and volunteerism. The values discussed are traditional values and would apply to most, but not to all older people in a particular group. Suggestions on how to build bridges among individuals from different cultures are included in the booklet. Contains 16 references. (KC)

ED 409 467 CE 074 428

Chalfie, Deborah, Ed.; Dodson, Diane, Comp.
The Contingent Workforce: Implications for Today's and Tomorrow's Midlife and Older Women. Women's Initiative Fact Sheet.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Age Discrimination; *Employed Women; *Employment Patterns; Employment Practices; *Employment Problems; Fringe Benefits; Labor Education; Labor Legislation; *Middle Aged

origin, Cuban origin, and other Spanish descent. As a group, women of Hispanic origin are younger than those of other ethnic groups. About 8 percent of the women in the civilian labor force in 1996 were of Hispanic origin, about 50-60 percent of this population, but the number of Hispanic-origin women who are employed is growing rapidly. Teenage Hispanic women were more likely to be unemployed than those of other origins, and older Hispanic-origin women also had higher rates of unemployment than other groups. Most women of Hispanic origin were employed in the technical, sales, and administrative support and service occupations, partly because only a little more than half of these women had a high school diploma, and few had college degrees. As a consequence, their wages tended to be lower than those of other groups. Families maintained by women, about 12 percent of Hispanic families, had the lowest incomes. (KC)

ED 409 485 CE 074 487

Women in Management. Facts on Working Women No. 97-3.
PUB DATE- Apr 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Blacks; *Employed Women; Employment Projections; Employment Statistics; Hispanic Americans; *Salaries; Sex Discrimination; Tables (Data); Whites; *Women Administrators

Women comprised 44 percent of the executive, administrative, and managerial occupations category in 1996, up from 39 percent in 1988. Only 3-5 percent of top executives are female, however. In 1996, 7.7 million women were employed in management occupations. The median weekly earnings of women in these jobs, however, continue to be only 67 percent as much as their male counterparts. Women are still most likely to be managers in the fields in which more women are employed. Black and Hispanic women, as well as white women, increased their managerial ranks. Women employed in the executive, administrative, and managerial occupations are more likely to be in services, public administration and finance, insurance, and real estate industries than male managers, and less likely than men to be employed in manufacturing, construction, transportation, and public utilities. Younger women are more likely than older women to be employed as managers. Women are still often discriminated against in pay levels, and work and family issues play a part. Women managers are twice as likely as men to be divorced. Managerial categories are projected to experience faster than average employment growth, especially in the service industries. (Contains 11 references) (KC)

ED 409 486 CE 074 488

Hot Jobs for the 21st Century. Facts on Working Women No. 97-4.
PUB DATE- May 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Demand Occupations; Educational Needs; Employed Women; *Employment Patterns; *Employment Projections; *Employment Qualifications; Employment Statistics; *Futures (of Society); *Labor Needs; Males; Nontraditional Occupations; Tables (Data)

Drawn in part from interviews, the information here serves as a reference and guide and should help counselors, social workers, psychologists, teachers, foster parents, and other child advocates to understand how traumatic experiences affect children and what caregivers can do to foster the healing process. It also explains relevant treatment issues by describing the stages to recovery from trauma, panic attack intervention, and metaphorical storytelling. Some of the major resilience traits exhibited by children are likewise discussed. Some of the specific topics addressed include trauma and its impact on society, recognizing posttraumatic stress disorder symptoms, the recovery process, healing interventions, and other helping strategies. The fact that many adults have also been traumatized as children is recognized and a chapter is devoted to this condition which presents the strengths and liabilities evident in caregivers who were traumatized as children. This chapter also offers suggestions for the self-care of child advocates. Citations and references for each chapter are included. (RJM)

ED 409 504   CG 027 808

Moriarty, Dick; Moriarty, Mary
Eating Disorders among Athletes: Public Policy To Promote Social and Individual Behavioral Change.
PUB DATE- Mar 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (St. Louis, MO, March 20-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *At Risk Persons; Children; College Students; *Eating Disorders; Elementary School Students; Elementary Secondary Education; Foreign Countries; *High Risk Students; Higher Education; Prevention; Psychological Patterns; *Public Policy; Secondary School Students; *Student Behavior; *Symptoms (Individual Disorders); Young Adults
IDENTIFIERS- Athletic Abuses; *Student Athletes

Eating disorders are a complex physiological, psychological, and social illness. Since teachers and coaches should know the signs of eating disorders, some of the ways in which educators can recognize or prevent eating disorders are presented in this paper. Emphasis is placed on teachers and coaches familiarizing themselves with the five "Ps" which include: (1) Predisposition, or the personality types prone to eating disorders; (2) Precipitation, or the initiation of a diet or sport that has been identified with the development of an eating disorder; (3) Perpetuation, or the addictive nature of such disorders; (4) Professional help, which is needed to accurately diagnose and treat eating disorders; and (5) Prevention, which is the best form of treatment for these types of disorders. Particular emphasis is placed on public policy and arguments are made that sports legislation must be updated to be more attuned to the dangers posed by eating disorders. The efficacy of public policy is discussed and evidence for the use of public policy in protecting children using case studies for alcohol and tobacco, is presented. Athletic policies, it is stated, must define precise, acceptable behaviors related to the prevention of pathogenic attitudes and behaviors and the improper use of weight loss methods. Steps on how to enact policies addressing eating disorders are presented. (RJM)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Child Advocacy; *Child Welfare; Children; Court Role; Elementary Secondary Education; *Family Characteristics; *Family Counseling; Family Problems; *Foster Care; *Foster Children; Foster Family; Intervention
IDENTIFIERS- *Family Reunification

Family reunification is one expression of the renewed emphasis in child welfare and related fields on preserving families. Specific information that child welfare agencies can use to establish and implement programs that promote the reuniting of out-of-home children with their biological families are detailed in this book. It is intended as a reference tool and as a basic text for in-service training programs for social workers, supervisors, and administrators in child welfare agencies. Each of its 11 chapters addresses a particular aspect of family reunification and suggests principles and strategies to guide the work of providers. Case examples are provided throughout. The text opens with a historical analysis of family reunification and highlights the societal events that led to the current interest in reunification. Part one describes the structures that need to be in place to support family reunification, such as the relationship between the court system and the child welfare agency. Part two focuses on the range of practice methods and approaches that constitute family reunification work. Issues covered in this section include strategies for effective parent involvement. In part three, the use of evaluation and research to create a knowledge base on family reunification is explored. (RJM)

ED 409 524 CG 027 949

Kapur, Malavika
Mental Health of Indian Children.
PUB DATE- 95
NOTE- 347p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Adolescents; Child Development; Children; Developmental Delays; *Developmental Psychology; Elementary Secondary Education; Foreign Countries; *Indians; *Mental Health; Parent Child Relationship; *Psychological Evaluation; Psychopathology; Psychosis; Student School Relationship
IDENTIFIERS- Developmental Psychopathology; *India

Children constitute nearly 40% of India's population, a significant portion of whom suffer mental ailments. Ways to sensitize those who work with children to various aspects associated with child mental health are explored in this book. The focus is not on mental handicap but on the internal or external distress which warps the psychosocial development of children, aspects often neglected both by the family and by professionals. The text follows a developmental perspective and is divided into three parts. The first part describes and evaluates the various assessment and therapeutic techniques used with troubled children. The second part discusses the nature of some specific disorders in terms of phenomenology, etiology, and intervention. The disorders described include the following: scholastic backwardness; hyperkinesis; hysterical, emotional, somatic, and neurotic problems; developmental disorders; and psychotic conditions of childhood, such as

ED 409 544 CS 012 870

Peery, Rebecca
The Effects of the Shared Writing Process on Reading Comprehension of Second and Third Grade Students.
PUB DATE- 96
NOTE- 83p.; M.A. Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Grade 2; Grade 3; Primary Education; *Reading Comprehension; Reading Improvement; Reading Research; *Reading Writing Relationship; *Whole Language Approach; *Writing Assignments; Writing Research
IDENTIFIERS- Comprehensive Tests of Basic Skills; Mercer County Public Schools WV; West Virginia (Mercer County)

A study determined the effect of shared writing activities on reading comprehension. The subjects, 40 second- and third-grade students from a suburban school in Mercer County, West Virginia, completed the Reading Comprehension Subtest of the Comprehension Test of Basic Skills (CTBS) for grade 2 as a pretest. A control group of 20 students were instructed throughout a 6-week period in a literature-based classroom where activities were limited to a basal format. The experimental group of 20 students also engaged in the same literature; however, they were also instructed in a wide range of writing activities. The experimental group did score significantly higher then the control group on multiple-choice responses based on a variety of comprehension questions. Results indicated that students who practiced and strengthened their comprehension skills by using writing activities displayed a difference in comprehension skills measured by a multiple choice format. (Contains 42 references and 4 tables of data; appendixes contain comprehension questions, writing assignments, and a posttest based on "Charlotte's Web." (Author/RS)

ED 409 545 CS 012 871

Dillon, Patty H.
A Study Comparing Integrated Language Arts and Strong Phonics Basal Programs in First Grade Reading Instruction.
PUB DATE- Apr 97
NOTE- 49p.; M.A. Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Grade 1; *Instructional Effectiveness; *Integrated Curriculum; *Language Arts; *Phonics; Primary Education; Reading Achievement; Reading Comprehension; *Reading Instruction; Reading Research; Scores; Whole Language Approach
IDENTIFIERS- Comprehensive Tests of Basic Skills; Greenbrier County School District WV

A study compared an integrated language arts reading program and a strong phonics basal reading program. Subjects were first graders from five eastern Greenbrier County schools in West Virginia. The control group consisted of students in 15 classrooms, during the 1994-95 school year, when a strong phonics basal reading program was taught and tested. The experimental group consisted of first-grade students in 15 classrooms during the 1995-96 school year, when an integrated

Biographies of Religious Educators.
PUB DATE- 24 Mar 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biographies; *Cultural Context; Educational History; Educational Philosophy; Foreign Countries; Information Sources; *Religious Cultural Groups; *Religious Education
IDENTIFIERS- Historical Background; Seventh Day Adventist Church

Analyzing the life and work of members of religious groups presents predicaments not always encountered in other biographical endeavors. Some problems faced by religious biographers can be illustrated by looking at works analyzing the writings and life of Ellen White (1827-1915), a Seventh-Day Adventist pioneer and educator. For more than a century the Adventist membership, particularly in the United States and the Pacific, have been taught explicitly or implicitly that the central core of White's writings, which included a philosophy of education, were received through visions or dreams given by God. White was considered inerrant, and the question of her "sources" rarely arose. To safeguard their religious faith, some sectarian biographers fail to accept the notion that some of the tenets of their belief structure are problematic. Researchers, however, began to examine more closely White's educational writings to ascertain the sources of her educational philosophy which formed the basis of the Adventist education system. In the 1980s, following some serious historical research studies of White by Ronald Numbers and Walter Rea, White's credibility as an inspired source of religious history, education, health, eschatology, and devotional literature lay in tatters. The Adventist prophet's sources had been discovered and there was little room for the belief that they constituted visions of God, through His chosen Messenger, to His chosen people. Her views were merely part of her socio-religious and educational milieu. (Contains 36 notes.) (NKA)

ED 409 565 CS 215 896

Burmester, Beth
When "Phaedrus" Meets "Oleanna": Teaching Composition as Social Justice, or Reconsidering Power (Im)Balances between Students and Teachers.
PUB DATE- 12 Mar 97
NOTE- 27p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Higher Education; *Language Role; *Power Structure; *Student Reaction; Teacher Student Relationship; Writing Assignments; *Writing Instruction
IDENTIFIERS- *Dialogic Communication; Oleanna; Phaedrus; Reciprocity; *Social Justice

One composition instructor's purpose is to address, or perhaps, re-dress, the balance of the relationship between teacher and

NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Fiction; Independent Study; *Literary Genres; Popular Culture; *Professional Development; Publishing Industry; *Writing for Publication
IDENTIFIERS- Authorship; *Detective Stories; Genre Approach; *Mysteries (Literature); Professional Writing

Drawing on examples from the best and most popular works in mystery writing--from Raymond Chandler and Mickey Spillane to Scott Turow and Thomas Harris--this book introduces the fledgling writer to his or her most indispensable "partners in crime": character, plot, and procedure; the secrets to creating heroes and villains; the art of scripting the sex scene; and the lowdown on violence. The book's introduction muses on the joy and vitality of the mystery genre and why there is always a strong market for mysteries. Besides basic considerations already mentioned, the book explains how to: design a plot that keeps readers guessing; write dialogue that hooks readers until the last page; develop rich, rounded characters; find the proper format, from intricate tea cozies to hard-boiled private eye capers; work with agents and publishers while maintaining sanity; and learn about writing from teachers or practice writing and be self taught. (NKA)

ED 409 583 CS 215 932

Roth, Wendy S.
From Milton to Morrison: The Gothic in "Beloved."
PUB DATE- 13 Mar 97
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authors; *College English; Cultural Pluralism; Diversity (Student); Higher Education; *Literary Genres; Literary Styles; Literature Appreciation; Minority Groups; Writing (Composition); *Writing Instruction
IDENTIFIERS- Beloved (Morrison); *Composition Literature Relationship; *Genre Approach; Gothic; Horror Fiction; University of California Berkeley

Presumably the differences in multicultural texts are in part or entirely attributable to the race, gender, sexual orientation, class, and nationality of the writer. As college populations have changed to resemble more closely the writers of "multicultural" literature, instructors have become more interested in teaching literature written by minority or women writers. Although there is no recommended curriculum for the required series of literature and composition courses at the University of California, Berkeley, the English Department's most frequently taught texts are Mary Shelley's "Frankenstein," Maxine Hong Kingston's "The Woman Warrior," Richard Rodriguez's "Hunger of Memory," and anything by Toni Morrison. Only by showing the discourses among authors of all identities can students learn how to build their own bridges. This building of bridges with texts between the marginal and the mainstream

Milstein, Mike M.
Portfolios: Potentials and Problems for Preparation of Educational Leaders.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Diego, CA, March 8-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Degree Requirements; Doctoral Programs; *Evaluation Methods; Graduate Study; Higher Education; *Portfolio Assessment; Student Evaluation
IDENTIFIERS- *University of New Mexico

Although portfolios have gained acceptance in K-12 education, they have only recently been explored for inclusion in administrator-preparation programs. This paper describes the use of portfolios in the leadership-preparation programs at the University of New Mexico (UNM). The Ed.D program, which has been significantly modified to accommodate to the needs of experienced educational leaders, has been reconceptualized around the use of portfolios as an instructional element as well as an assessment device that replaces the traditional dissertation requirement. The paper also explores important issues of faculty support, assessment needs, and policy implications. The newly revised doctoral program in educational administration at UNM was launched during the summer of 1993. Some faculty resisted self-guided learning because it challenged their long-held beliefs and practices. Because portfolio assessment requires maintaining a continuous and meaningful focus, the department also grappled with developing genuine, relevant processes and structures. Portfolios are also not yet widely accepted by the university community and the College of Education. The paper concludes that portfolios are a major cornerstone of leadership-preparation programs because they promote reflection, transformational leadership, and syntheses of meaning. Portfolios provide an alternative to traditional programs that often fall short of such objectives. (LMI)

ED 409 603 EA 028 073

Conley, David T.
Roadmap to Restructuring: Charting the Course of Change in American Education. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 592p.; For first edition, see ED 359 593.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Educational Assessment; *Educational Change; Educational Environment; Educational Technology; Elementary Secondary Education; Governance; Higher Education; Leadership; School Community Relationship; *School Restructuring; School Schedules

In education, the term restructuring is as notable for its ambiguity as for its meaning. This book draws from more than explains the management controls and policies needed to maintain and use data within the agency or school. It also addresses the issue of assessing who in an agency or school has a "legitimate educational interest" in specific information about an individual student. The fifth section describes procedures for providing access to a student's education record by the eligible student or the parent. The final section suggests procedures for handling external requests to release information from individual school records. The appendices contain the text of key federal rules and regulations. A topical index, section summary, an index of commonly asked questions, and 22 exhibits are included. Each section includes references, an overview, commonly asked questions, and guidelines. (LMI)

ED 409 623 EA 028 478

Bowen, Gail; Adkison, Judith
Institutionalizing Professional Development Schools: Supporting the Principal.
PUB DATE- Aug 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Responsibility; Administrator Role; Elementary Education; *Institutional Cooperation; Institutional Environment; Organizational Change; *Organizational Climate; Organizational Development; *Principals; *Professional Development Schools; Program Implementation

Professional-development schools are collaborations between universities and public schools to improve the nation's teaching force. Prospective teachers are assigned to K-12 schools for formal instruction, planned experiences in classrooms, and mentoring from master teachers. This paper presents findings of a qualitative study that described the role of the principal in the professional-development school (PDS) in seven elementary schools participating in the Texas Centers for Professional Development and Technology. Data were gathered through site visits conducted in 1994-95, a review of documents, and interviews with key participants in the schools. Findings indicate that the configuration, size, complexity, and staffing of the school had a significant effect on the PDS roles, and consequently, on the probability of institutionalization of the PDS model at the school. The study applied the Miles and Huberman (Miles 1983) model of institutionalization to predict which of the schools would institutionalize the PDS and which would abandon it as external funding was reduced. The paper also offers recommendations for increasing the probability of successful implementation and institutionalization: (1) Provide staff support for principals in schools with large numbers of interns and other students; (2) develop job descriptions and expectations for principals; (3) provide orientation and staff development; (4) offer training in other related areas, such as conflict resolution and communication skills; and (5) provide additional funds for educational technology and communication linkages. Five tables are included. (LMI)

ED 409 624 EA 028 479

Whitehead, Marie Miller
Changing Paradigms in Negotiations: A Microethnography of the "Interest-Based" Model of Collective Bargaining in School Board-

Directory Identifying Educational Grants Available to Nonprofit Organizations.
PUB DATE- 96
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Corporate Support; Educational Finance; Elementary Secondary Education; *Financial Support; Fund Raising; *Grants; *Grantsmanship; Higher Education; *Philanthropic Foundations; *Private Financial Support; Private Schools; Proposal Writing

Searching for sources of grant support can be complex because the field covers a wide territory. This directory contains profiles of 650 foundations that award educational grants to nonprofit organizations. Three articles are designed to sharpen fund-raising skills. The first article provides an overview of history of education funding and the kinds of education applicants, and offers advice to educators about competing in a complicated funding environment. The second article describes grant-seeking strategies on the Internet. The third article offers 10 tips for writing more competitive grant proposals. The 650 foundation profiles are arranged by state. Appendices provide contact information for The Foundation Center and The Grantsmanship Center. An alphabetical index and a subject index are also included. The subject index offers the following categories: adult education, cultural education, elementary education, health education, higher education, libraries, literacy, medical education, minorities, religious education, scholarships, science/mathematics, secondary education, and special education. (LMI)

ED 409 643 EA 028 503

Program Demand Cost Model for Alaskan Schools. 6th Edition. Revised.
PUB DATE- Aug 96
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Construction Costs; *Cost Effectiveness; *Cost Estimates; Educational Facilities; Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Models; Public Schools; *School Expansion; Supply and Demand
IDENTIFIERS- *Alaska

The Program Demand Cost Model for Alaskan Schools (Cost Model) is a tool for use by school districts and their consultants in estimating school construction costs in the planning phase of a project. This document sets out the sixth edition of the demand-cost model, a rewrite of the whole system. The model can be used to establish a complete budget for each facility or to determine the current replacement value for insurance purposes. The document explains, using detailed worksheets, how to use the demand-cost model for new school construction, school expansion, and renovation work. Three tables are included. (Contains six references.) (LMI)

ED 409 644 EA 028 507

Thomas, Cheryl; O'Connell, Raymond W.

followed up at 2-year intervals in 1990, 1992, and 1994. Among general observations are the following: (1) students identified in NELS:88 as disabled tended to have greater difficulties in school and realized fewer positive outcomes of schooling; (2) relatively small percentages of students with disabilities as identified by NELS:88 perceived themselves or were identified by school officials as having received special education services during high school; and (3) teachers in NELS:88 were perceptive judges of which students were failing to perform well in the classroom, but linking the identification of disability status to classroom performance may blur the distinction between students with disabilities and students at risk. After an introductory chapter, individual chapters address the following issues concerning students with disabilities: disability identification, students' background characteristics, school experiences, and educational outcomes. A concluding chapter lists characteristics of populations identified as disabled by both parents and teachers and only by teachers, not by parents. Four appendices list NELS:88 indicators of disability, NELS:88 disability estimates based on alternative disability definitions, and research/technical notes. (Contains 12 references.) (DB)

ED 409 664 EC 305 706

Winton, Pamela J., Ed.; And Others
Reforming Personnel Preparation in Early Intervention: Issues, Models, and Practical Strategies.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 628p.; Foreword by Don Bailey.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; *Educational Change; Educational Environment; Educational Policy; *Educational Trends; Experiential Learning; Family Programs; Higher Education; Inclusive Schools; Inservice Teacher Education; Instructional Effectiveness; Integrated Services; Interdisciplinary Approach; Models; Multicultural Education; Needs Assessment; Parent Teacher Cooperation; Practicums; Preschool Education; *Preservice Teacher Education; Public Policy; Staff Development; Student Evaluation; Teacher Collaboration; Teamwork; Trend Analysis

The 21 papers in this collection address changes and reforms in the preparation of teachers and other personnel concerned with early intervention with children having or at risk for disabilities. The papers are: (1) "Ecological Perspectives on Personnel Preparation: Rationale, Framework, and Guidelines for Change" (Pamela J. Winton, Jeanette A. McCollum); (2) "State Perspectives on Meeting Personnel Challenges: Closing the Gap Between Vision and Reality" (Tweety Yates, Ann Higgins Hains); (3) "Community-Based Approaches to Personnel Preparation" (Patricia W. Wesley, Virginia Buysse); (4) "Creating New Visions in Institutions of Higher Education: Interdisciplinary Approaches to Personnel Preparation in Early Intervention" (Jennifer L. Kilgo, Mary Beth Bruder); (5) "Designing Effective Personnel Preparation for Early Intervention: Theoretical Frameworks" (Jeannette McCollum, Camille Catlett); (6) "Needs Assessment and Evaluation in Early Intervention Personnel Preparation: Opportunities and Challenges" (Patricia Snyder, Barbara L. Wolfe); (7) "Follow-up Strategies: Ensuring that children with disabilities were observed interacting with peers or playing in proximity to peers 58 percent of the time in the fall, and 54 percent in the spring. In contrast, normally developing children spent almost three quarters of their time in both fall and spring interacting with peers or in close proximity. Children with disabilities interacted with teachers 23 percent of the time in the fall and 31 percent in the spring (compared to about 10 percent both times for normally developing children). Results suggest that, while children with disabilities have social skill deficits and are seen as less desirable play partners, interactions between children with and without disabilities occurred with significant frequency. (Contains 13 references.) (DB)

ED 409 681 EC 305 727

Stern, Catherine; And Others
Qualitative Analysis of Graphomotor Output in Children with Attentional Disorders.
PUB DATE- 96
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (104th, Toronto, Ontario, Canada, August 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Control; *Attention Deficit Disorders; Conceptual Tempo; Disability Identification; Elementary Education; *Hyperactivity; *Perceptual Motor Learning; Qualitative Research; Screening Tests; Visual Perception
IDENTIFIERS- *Repeated Patterns Test

Graphomotor output was assessed in children with attentional problems using the Repeated Patterns Test (RPT). Forty-eight subjects, ages 8 to 13, who met standard criteria for Attention Deficit Hyperactivity Disorder (ADHD), participated, of whom 24 had primarily Inattentive Type and 24 had Combined Type ADHD. Both groups had intact visuomotor integration and visual perception abilities. Results revealed that, compared to age-matched normally developing children, both groups demonstrated impairments on this test. The additional feature of hyperactivity further impaired performance. It was concluded that the differences between groups on the RPT reflect underlying inattention, impulsivity, and/or executive dysfunction typically associated with Attention Deficit Disorder. The RPT was judged to be a sensitive tool for the evaluation of graphomotor output in children with attention problems and possibly a valuable instrument to include in assessments. (Author/DB)

ED 409 682 EC 305 728

Hutinger, Patricia L.
Expressive Arts Project for Young Children with Disabilities. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Computer Assisted Instruction;

(n=1,792 million) to describe trends in labor force participation among persons with disabilities for the period 1983 through 1994. It examines labor force participation among persons with disabilities compared to participation among persons without disabilities, how people with disabilities associated with major categories of chronic conditions fare in the labor market, and how age and gender affect employment of persons with disabilities. Results found that during this period, men without disabilities experienced a relative decline in labor force participation by a rate of 0.6 percent, while those with disabilities experienced a 4.1 percent decline. While women without disabilities experienced a 9.7 percent increase in labor force participation, women with disabilities experienced a 21.7 percent increase, although from a lower base. By 1994, the labor force participation rates of younger men and women with disabilities (ages 18-44) were more than 20 percentage points lower than those of typical peers. The labor force participation rates of persons with disabilities differed dramatically across condition. Persons with disabilities caused by impairments and respiratory conditions had high labor force participation rates, while those with disabilities caused by mental, endocrine, and circulatory conditions had low rates. (CR)

ED 409 700   EC 305 760

Bryant, Ed, Ed.; And Others
Serving Individuals with Diabetes Who Are Blind or Visually Impaired: A Resource Guide for Vocational Rehabilitation Counselors.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 232p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Blindness; Coping; *Diabetes; *Dietetics; Drug Therapy; Emotional Response; *Employment; Etiology; Intervention; Males; Personal Autonomy; Sexuality; *Special Health Problems; Visual Impairments; Vocational Rehabilitation
IDENTIFIERS- *Insulin

Designed for vocational rehabilitation counselors, this book provides information about diabetes and treating diabetes. Much of the material previously appeared as articles in "Voice of the Diabetic" and is written not just by doctors and diabetes professionals, but also by members of the National Federation of the Blind (NFB) Diabetes Action Network, and people with personal experiences, encouragement, and insights to share. Part 1 provides an introduction to diabetes and includes: "Myths about Diabetes: What You Tell Your Clients" (NFB Diabetes Action Network); "What Is Diabetes Mellitus?" (Arturo Rolla); "Diabetic Dye Disease" (Prema Abraham); and "A Note on 'Brittle' Diabetes" (NFB Diabetes Action Network). Part 2 addresses self-management and includes: "New Dietary Guidelines for Diabetes Management" (Mimi Moore); "Review of Oral Diabetes Medications" (Peter J. Nebergall); "Diabetes and Exercise" (NFB Diabetes Action Network); "About Insulin" (NFB Diabetes Action Network); "Insulin Measurement Devices" (NFB Diabetes Action Network); "Blind Diabetics Can Draw Insulin without Difficulty" revised their writing. Weekly language and writing skills practice was also provided. Student progress was measured by pre- and post-course writing assessments and an attitudinal survey of students. Seven students remained at the school to complete the study. Results show some improvement in student writing skills and indicate the student newsletter was a motivating factor for students. The study's objectives were partially met. Appended materials include evaluation materials, weekly activities and supplemental resources, pre- and post-instruction writing samples, individual writing samples produced during process writing, and a sample of the student newsletter. (MSE)

ED 409 721 FL 024 652

Williams, Gwendolyn M.
Challenging the Political Mirage of ESL and Bilingual Education: A Study of Public Knowledge.
PUB DATE- Mar 97
NOTE- 47p.; M.A. Paper, Pennsylvania State University. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; *Bilingualism; Educational Strategies; *English (Second Language); Higher Education; Information Sources; Knowledge Level; *Politics of Education; Program Design; *Public Opinion; Second Language Instruction; Surveys; Teaching Methods; Transitional Programs

A survey investigating public beliefs about teaching methods of English-as-a-Second-Language (ESL) and bilingual education is reported. An introductory section chronicles the political history of ESL and bilingual education in the United States, describes major program designs, and reviews literature on public opinion concerning these programs. The survey sought to determine what the general public believes to be the most appropriate methods of educating language-minority students and where they obtained information to form those judgments. Respondents were categorized according to their level of expertise in language pedagogy (expert/non-expert) and native language (English/non-English). Subjects were 97 graduate students in various fields, divided into four groups by expertise and native language status. All were administered a Likert-type questionnaire (appended) with 30 statements concerning program models and sources of information. Results indicate that overall, the respondents were not opposed to bilingual education, and almost universally agreed that bilingualism was a professional asset. However, they favored English language learning over native language maintenance, supporting the prediction that transitional programs would be favored. A majority did not get their information from the media, and a slight majority claimed their information came from research. Contains 26 references. (MSE)

ED 409 722 FL 024 653

Jacobs, George M.
Four or More Eyes Are Better Than Two: Using Cooperative Learning To Maximize the Success of Group Activities in Reading.

distinctive features to promote awareness of the linguistic and cultural features of the target culture in a language class. The role of the classroom environment in this approach is also examined. The context considered here is a heritage education class for adult first-generation Indian-Americans. The student population is described, and the choice of the Suggestopedia approach for this class is explained. Classroom procedures using the approach are described briefly. The significance of the seating arrangement, the role and conduct of the non-native teacher, rationale for selection of the syllabus, and selection of audiovisual materials are considered. It is concluded that when appropriately used, adapted to the learners' needs, and integrated with the curriculum, the Suggestopedia approach has significant potential for language teaching and learning. Some limitations of the approach, including limitations with young children and lack of communicative language use, are noted. (MSE)

ED 409 741 FL 024 681

Coronel-Molina, Serafin
Language Policy: Status Planning for the Quechua Language in Peru.
PUB DATE- 97
NOTE- 20p.; For serial issue as a whole, see FL 024 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Diglossia; Foreign Countries; Indigenous Populations; *Language Maintenance; *Language Patterns; *Language Planning; Language Research; *Language Role; Public Policy; *Quechua; Uncommonly Taught Languages
IDENTIFIERS- *Peru

The status of Quechua in Peruvian society is discussed, noting specific social and political factors contributing to the dying out of the Quechua language, functional domains the language serves, and possible measures to improve its status. The relationship of those functional domains to Peruvian language policies is also explored. An introductory section provides background information on the principles and purposes of language planning, describes Peru's population and the history of its language use and distribution, and reviews recent literature on diglossia and language status planning. The functional domains of Quechua are then outlined in the context of current theory, and ways in which the domains affect Quechua's status in a Spanish-dominated society are considered, particularly in the formation of language policy. It is concluded that despite predictions that Quechua is headed for extinction, there is potential for maintenance of the language in some domains, such as provincial or group domains. While Quechua will never again be the dominant language, it will continue to be valued by the highland communities that continue to speak it. Development of a national daily newspaper, magazine, or radio program in Quechua is suggested as a means of heightening awareness and visibility of the language. Contains 28 references. (MSE)

ED 409 742 FL 024 682

Nakajima, Yuko
Politeness Strategies in the Workplace: Which Experiences Help Japanese Businessmen Acquire American English Native-like Strategies?
PUB DATE- 97

wide range of physical objects such as laboratories, specialized instruments, money, and libraries. It shows how in fields such as agronomy new divisions have emerged in recent years and argues that the only way to dissolve the barriers between disciplines is to build counter networks between and among disciplines. (Contains 20 references.) (MDM)

ED 409 760 HE 030 234

Heinrich, K. T.; And Others
Mid-Life Women Doctoral Students Recover "Voice" in a Community of Scholarly Caring.
PUB DATE- 24 Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Doctoral Programs; Educational Attitudes; *Females; Feminism; *Graduate Students; Higher Education; *Mentors; Middle Aged Adults; *Workshops

This project examined the experiences of mid-life, female doctoral students from a feminist perspective, focusing on their development of personal and scholarly "voice." An 18-month project, entitled "Doctoral Study as Heroic Journey," was both a cooperative inquiry and a curricular innovation that involved an experiential workshop and four reunions during which the workshop experience was evaluated. Ten culturally diverse female doctoral students in education and nursing ranging in age from the middle thirties to middle fifties participated in the project. Extensive excerpts from the transcripts of the reunions are presented to show the challenges and experiences that the women faced as students, focusing on the three phases of their journey--awakening, initiation, and transformation. The project found that initiation into the scholarly identity was a psychological, emotional, relational, and spiritual, as well as, an intellectual experience for the participants. (Contains 29 references.) (MDM)

ED 409 761 HE 030 235

Greenlee, Shelia Parker; Greenlee, Harry
From Numbers to Action: A Preliminary Study of Retention.
PUB DATE- Feb 97
NOTE- 26p.; Paper presented at the Research Association of Minority Professors Conference (Houston, TX, February 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Dropout Research; *Dropouts; Educational Attitudes; Higher Education; School Demography; *School Holding Power; *Socioeconomic Influences; State Universities; *Student Attitudes
IDENTIFIERS- *Christopher Newport University VA

This study examined retention at Christopher Newport University (CNU) in Newport News, Virginia, focusing on the demographic characteristics of those students who left the university as well as the reasons why they left. A total of 159 students who had attended CNU during the 1994-95 academic year but who did

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *College Curriculum; Curriculum Design; Curriculum Development; *Curriculum Evaluation; *Educational Assessment; Educational Planning; Educational Policy; Educational Quality; *Faculty Evaluation; *General Education; Higher Education; Instructional Effectiveness; Program Effectiveness; Program Evaluation; Program Improvement; Questionnaires; Rating Scales; Student Evaluation of Teacher Performance; Teacher Student Relationship

This questionnaire is intended to help college faculty and administrators assess the adequacy of the general education curriculum and determine the knowledge, skills, values, and attitudes needed by students, and as a tool for program evaluation, innovation, and implementation. It can also be used by college and university students to assess and compare campus experiences and core curriculum issues. The questionnaire contains 28 statements descriptive of general education programs and respondents are asked to rank them vis-a-vis their schools on a scale of 1 to 5. Questions cover such areas as goals, institutional mission, student understanding, global perspectives, multiculturalism, student experience, student differences, articulation, faculty experience, faculty-student interactions, coordination, disciplinary links, faculty development, co-curricular activities, course evaluation, and quality. Appended to the report is a list of additional source material relevant to each of the questions. (CH)

ED 409 780 HE 030 290

Coughlin, Mary Ann; Pagano, Marian
Case Study Applications of Statistics in Institutional Research. Resources in Institutional Research, Number Ten.
PUB DATE- 97
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Covariance; Analysis of Variance; Chi Square; Correlation; Higher Education; *Institutional Research; Multivariate Analysis; Nonparametric Statistics; *Predictive Measurement; Probability; Regression (Statistics); *Research Methodology; Research Problems; Robustness (Statistics); School Statistics; *Statistical Analysis; Statistical Data; Statistical Distributions; *Statistical Inference; Statistical Studies; Statistics
IDENTIFIERS- T Test

This monograph covers the theory, application, and interpretation of both descriptive and inferential statistical techniques in institutional research. Each chapter opens with a hypothetical case study, which is used to illustrate the application of one or more statistical procedures to typical research questions. Chapter 2 covers the comparison of group means, including t-tests, one-way analysis of variance, factorial analysis of variance, analysis of covariance, multivariate analysis of variance, and nonparametric tests of mean differences. Chapter 3 covers correlation, and includes Pearson correlation coefficient, nonparametric correlations, and regression analysis. Chapter 4 covers chi-square: two-way chi square, one-way chi square, and chi-square automatic interaction detection.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Educational Administration; Educational Change; *Educational Development; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Higher Education; *Program Evaluation; Teacher Education; Teacher Supply and Demand
IDENTIFIERS- *Mexico; Reform Efforts

This review focuses on higher education in Mexico and also covers the upper secondary level including the broader range of education and training courses and institutions for students who complete basic education. Part 1 provides background data on Mexico and its system of higher education. Chapter 1 includes a general description of Mexico today including geography, population characteristics, socioeconomic trends and the position of higher education. Chapter 2 is concerned with the history of higher education, the philosophy of current educational policies, laws and regulations, the structure of higher education and its financial support. Chapter 3 addresses the history and structure of higher education in Mexico. Chapter 4 describes performance and trends including growth in enrollment, faculty, and activities. Chapter 5 considers governance. Chapter 6 looks at challenges to higher education in Mexico. Part 2, the Examiners' Reports, analyzes the context of the debate on educational reform occurring in Mexico, describes the unique system of post-compulsory education, describes the central issues for reform, and describes the instruments used for evaluation. The major conclusions include the need for: equity, differentiation and flexibility, quality, staff development, change in method of financial support, and creation of a national upper secondary education system. (JLS)

ED 409 799 HE 030 329

Managing Information Strategies in Higher Education.
PUB DATE- 96
NOTE- 153p.; Papers are from the OECD's Program on Institutional Management in Higher Education project entitled "Information Management: Information Technology as an Emerging Issue for Institutional Management in Higher Education."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; Computer Uses in Education; Foreign Countries; *Higher Education; *Information Management; Information Policy; *Information Systems; *Information Technology; Postsecondary Education; Technological Advancement
IDENTIFIERS- Europe; United Kingdom; University of Hong Kong

These nine papers address issues in information management and information technology in higher education from a European perspective. Papers focus on information management in the context of institutional management and administration. The chapters are: (1) "General Introduction" (Edgar Frackman); (2) "From Computing Strategy to Information Strategy" (Edgar Frackmann); (3) "Financing, Budgeting, and Charging Problems Related to Information Technology in Higher Education" (Edgar Frackmann); (4) "Student-Owned Computing" (Gordon Bull); (5) "Executive Information Systems for Institutional Management in Higher Education" (Edgar Frackmann); (6) "The Changing Role of Institutional Computing Centers" (Edgar Frackmann); (7) "Implementing an Information Strategy. The Case of the Vienna

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Corporate Support; Educational Finance; Evaluation; *Evaluation Criteria; Evaluation Methods; Foreign Countries; Foundation Programs; *Government Role; Government School Relationship; Graduate Study; Higher Education; Local Government; *Partnerships in Education; Performance Factors; Politics of Education; Private Sector; *Research Universities; State Aid; *Technology Transfer; Undergraduate Study
IDENTIFIERS- Canada; *Ontario

This document provides an overview of the 17 universities in the Province of Ontario, describing undergraduate and graduate program offerings, sources of operating income and research funding, and linkages between the universities and the private sector. The first section includes a discussion of the appraisal process used to assess both graduate and undergraduate academic programs. The second section, on research assessment, explains the self-regulated monitoring process that governs the accountability relationship between the universities and the provincial government. Sub-sections consider: assessment of individual researchers, assessment of research through the three federal granting councils, performance indicators for research, a research funding infrastructure envelope, the Ontario Centres of Excellent Program, the Ontario Research and Development Challenge Fund, and the Canada Foundation for Innovation. The final section discusses technology transfers in sub-sections on: industry pull, technology push, resources required for effective technology transfer, and institutional research performance indicators. (CH)

ED 409 818 HE 030 350

Howell, Michael J.
Winning Scholarships: A Student's Guide to Entrance Awards at Universities and Colleges in Atlantic Canada and Quebec.
PUB DATE- 96
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Awards; Corporate Support; Educational Finance; Eligibility; Foreign Countries; High School Graduates; Higher Education; Parent Financial Contribution; *Paying for College; Private Financial Support; Scholarship Funds; *Scholarships; *Student Financial Aid; Student Loan Programs; Tuition
IDENTIFIERS- *Canada

This guide takes students through the process of seeking scholarship funds for study at colleges and universities in the provinces of eastern Canada, including Newfoundland, Prince Edward Island, Nova Scotia, New Brunswick, and Quebec. The first several chapters cover the preparatory process, discussing how to win a scholarship, how to make the most of high school years, how to apply for awards, taxation of awards, education savings plans, scholarship coaching, letters of recommendation, sports scholarships, scholarship information services, and budgeting. Also included is a preparation time line that runs from an education savings plan started at birth to the final review of the scholarship paperwork. The balance teaching, and cognitive apprenticeship--that prepare students for lifelong learning. Using collaboration, reflection, student autonomy, and intrinsically-motivating activities, these instructional methodologies help students develop the metacognitive and self-directed learning skills needed to remain competitive in an ever changing professional climate. (Contains 46 references.) (SWC)

ED 409 836 IR 018 425

Haney, Debra S.; And Others
Theoretical Bases for HPT: Something Borrowed, Something New.
PUB DATE- 97
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Sciences; Higher Education; *Human Factors Engineering; Human Relations; *Information Science; Instructional Design; *Performance Factors; *Performance Technology; Training
IDENTIFIERS- Job Aids; *Open Systems Theory; Theoretical Orientation

Human Performance Technology (HPT) is a rapidly changing field. Evolving from instructional design (ID), HPT shares many of its concepts and applications but encompasses a wider and different domain, including both training and non-training interventions. HPT shares much common ground with the fields of information science (IS) and organizational development (OD). As a field rooted more in application than in research, HPT would benefit by being proactive in its research agenda, rather than react to external forces. Critical for performance effectiveness are: the demand for information on a just-in-time basis; understanding how humans interact with their peers, their organization or group, and their environment; and well-designed training and job aids. Most performance issues would benefit by being viewed from the "whole" open system approach. Maximized performance occurs where HPT, Information Science (IS), and OD theories converge and overlap. At this point, optimal balance is achieved, as the theories of behavioral science, information science, organizational development, open systems, and performance technology are aligned to foster maximized performance. Also included is an HPT job aid that provides a synopsis of concepts from IS and OD, and their potential applications to HPT. (Contains 22 references.) (Author/SWC)

ED 409 837 IR 018 426

Hedberg, John; And Others
Employing Cognitive Tools within Interactive Multimedia Applications.
PUB DATE- 97
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

ED 409 854 IR 018 443

Miller, Greg
Are Distance Education Programs More Acceptable to Field-Independent Learners?
PUB DATE- 97
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Cognitive Measurement; Cognitive Processes; *Cognitive Style; *Distance Education; *Field Dependence Independence; *Field Instruction; *Student Attitudes; Videotape Recordings; Vocational Education
IDENTIFIERS- Group Embedded Figures Test

The purpose of this study was to determine whether field-independent learners are better suited to agricultural distance education programs than their field-dependent counterparts. The sample population for this descriptive correlational study consisted of all students seeking a degree and/or advanced formal training in agriculture through an off-campus professional agriculture degree program at a midwestern land-grant university. The Group Embedded Figures Test (GEFT) was used to determine the preferred cognitive style of the distance learners. To compare attitudes of field-independent and field-dependent learners toward videotape and ICN (Interactive Communications Network) instruction, a media split was used. Attitudinal and demographic data were collected by mailed questionnaire. As a group, the agricultural distant learners were relatively more field-independent than the norm groups. Additionally, field-independent learners were more positive about the likelihood of enrolling in additional courses delivered by either videotape or ICN. Although the orientation of this group, particularly the female students, to a more field- independent cognitive style was noted, field-dependent learners were equally satisfied with videotape delivery of instruction when compared with their counterparts. Field-dependent learners were slightly more satisfied with ICN overall, but the difference between attitude scores was less than expected. Besides issues of diversity, knowledge of cognitive styles of agricultural distant learners may have implications for selecting instructional strategies. This study suggests that distance learning programs can be developed to meet the needs of both field-independent and field-dependent learners. (Contains 17 references.) (AEF)

ED 409 855 IR 018 444

Moallem, Mahnaz; Applefield, James
Instructional Systems Design and Preservice Teachers' Processes of Thinking, Teaching and Planning: What Do They Learn and How Do They Change?
PUB DATE- 97
NOTE- 17p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; *Factor Analysis; Factor Structure; Higher Education; *Knowledge Representation; Learning Strategies; *Outcomes of Education; Problem Solving; Spreadsheets; Testing; Troubleshooting
IDENTIFIERS- *Mental Models

A mental model is a knowledge structure composed of concepts and the relations between them. Mental models are distinct from declarative and procedural knowledge--they go beyond semantic relationships and skills acquisition and contain varied intellectual skills and knowledge. This study describes an initial investigation into the construct validity of mental models as indication of a distinct learning outcome. The study considered the relationship between mental models, declarative knowledge, concept learning, problem solving, and troubleshooting performance. College junior-level Operations Management students (n=21) were tested on their knowledge and use of spreadsheets through multiple choice and matching quizzes developed using the Pathfinder Associative Network data collection method. Study limitations included: subject mortality; generalizability; missing variables; insufficient number of subjects; invalidated instruments; and convergent validity. Appendices include: definitions of structured knowledge, construct validity, and factor analysis terms; sample questions from the declarative knowledge quiz; concept matching quiz; and SPSS factor analysis results. (Contains 55 references.) (Author/SWC)

ED 409 871 IR 018 460

Sherry, Annette C.
Multimedia Matrix: A Cognitive Strategy for Designers.
PUB DATE- 97
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); *Educational Media; Evaluation Methods; Futures (of Society); Higher Education; *Instructional Design; Instructional Development; Matrices; Multimedia Instruction; *Multimedia Materials; Retention (Psychology); Student Evaluation
IDENTIFIERS- Structural Knowledge

This instructional development project evaluates the effect of a matrix-based strategy to assist multimedia authors in acquiring and applying principles for effective multimedia design. The Multimedia Matrix, based on the Park and Hannafin "Twenty Principles and Implications for Interactive Multimedia" design, displays a condensed version of those principles. Space is provided for students to generate their own responses to the presence or absence of elements as they evaluate multimedia modules before and after they begin their own designs. Formative evaluation of the project is based on qualitative and quantitative data reflecting perceptions toward the matrix-based approach of graduate students (n=17) enrolled in a course containing a multimedia authoring component. Their perceptions toward the Matrix-based authoring instructional design and programs/clusters: life choices; personal development; teen challenges; blueprint for professional success; child development; family dynamics; family, home, and consumer technology; food science technology; life management skills; nutrition and wellness; parenting skills; principles of clothing construction; principles of food preparation; child care center management; child development early intervention; child development and education; decor and design services cluster; dietetic management and supervision; dietetic technician; early childhood education cluster; elderly and disabled care services; environmental services; family and consumer sciences cooperative education; fashion design and production cluster; food management, production and services cluster; home and family management; interior decor fabrication; interior design technology; nutrition and dietetic services; and parenting. Each curriculum framework includes some or all of the following: program title, occupational area, grade level, length, certification awarded; major concepts/content covered in the course; laboratory activities; special notes; and intended outcomes. (MN)

ED 409 432 CE 074 351

Health Science Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 97
NOTE- 868p.
LANGUAGE- English
EDRS Price- MF6 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Competence; *Competency Based Education; *Employment Qualifications; Entry Workers; Job Skills; Postsecondary Education; Secondary Education; State Curriculum Guides; *State Standards; *Statewide Planning; Student Evaluation; Teaching Guides; *Vocational Education
IDENTIFIERS- *Florida

This document contains vocational education program course standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary and postsecondary level as part of the health science education component of Florida's comprehensive vocational education program. Curriculum frameworks are provided for 48 programs/clusters: orientation to health and public service occupations; exploration of health occupations; medical skills and services; basic x-ray machine operator; cardiovascular/cardiopulmonary technology; central service technology; clinical laboratory cluster; coder specialist; dental cluster; dental laboratory technology and management; electrocardiograph technology; emergency medical technician; funeral services; health careers cluster; health care services; health information management; health occupations cooperative education; health services management; health unit coordinator, hospital housekeeping supervision; human services; imaging cluster; massage therapy; medical assisting; medical record transcribing; midwifery; nursing (associate degree) R.N.; occupational therapy assistant; ophthalmic dispensing; optometric assisting; paramedic; patient care assistant; patient care technician; physical therapy assistant; practical nursing; psychiatric technology; radiation protection technology; respiratory cluster; surgical technology; unit

school, and illiteracy among women remains one of the biggest challenges for the 21st century. Deep-rooted prejudices that women are subordinate to men permeate educational principles, curricula, methods, and materials. Although females account for more than half of technical and vocational enrollment, they keep choosing "female" fields. Sexist attitudes among teachers and a lack of women teachers and administrators are other obstacles to girls' enrollment and selection of school subjects. In most societies, awareness that females can excel in fields traditionally reserved for males has increased in recent years. Elimination of stereotypes in formal and nonformal education programs has been scattered and haphazard, however. The positive results of skills-based literacy programs for women in 14 countries in Asia and the Pacific demonstrate the potential benefits of gender-sensitive education for women. Enrollment alone does not guarantee girls' retention and achievement. Positive role models, gender-sensitive curricula, and a practical methodology for promoting women's status in society are critical to attracting females into professional/technical fields generally reserved for males. (Contains 56 references.) (MN)

ED 409 449 CE 074 385

Aksornkool, Namtip
Empowerment Can Be Taught: A Course in Preparing Gender-Sensitive Materials for Poor Women. Background Document.
PUB DATE- 97
NOTE- 16p.; Background paper for the International Conference on Adult Education (5th, Hamburg, Germany, July 1997). For a related document, see CE 074 384.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Educators; Developing Nations; *Empowerment; Foreign Countries; Instructional Materials; Job Skills; *Literacy Education; *Material Development; Numeracy; Political Power; Poverty; *Sex Fairness; Teacher Workshops; Vocational Education; *Womens Education
IDENTIFIERS- Asia Pacific Region; Gender Issues

A program to train literacy providers to help empower women was developed with funding from the United Nations Development Program. The training program is based on a manual titled "Educate to Empower." The manual, which is designed to train material developers to prepare gender-sensitive learning kits on various topics related to empowerment, is the culmination of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) experience in conducting regional workshops in Asia and dozens of national workshops on the same theme. The manual guides literacy providers through the process of producing their own learning kits and training others (in a 3-week training program) to produce similar kits. The major components of the training program and manual are gender issues, work skills, and literacy and numeracy. Workshop participants are sensitized to gender issues through individual and group examinations of their own attitudes, values, and beliefs in a nonthreatening environment. Work (especially the practical skills needed by women in individual developing nations) and literacy and numeracy are emphasized throughout the training program because of their importance to women's integrity and sense of self-worth. Workshop participants are also guided through a step-by-step process for translating empowerment into learning materials. (MN).

Adults; Nontraditional Occupations; *Older Adults; *Part Time Employment; Public Policy; Sex Discrimination
IDENTIFIERS- *Contingent Employment; Contractors; Temporary Employment

In an effort to pare labor and benefits costs, many businesses and government employers have significantly reduced the size of their permanent, full-time work forces in favor of a part-time work force and various types of contingent workers: independent contractors, temporary workers, on-call workers and day laborers, and leased workers. Contingent work arrangements have especially significant implications for today's and tomorrow's midlife and older women. Whether by choice or not, women of all ages are much more likely than men to work in contingent jobs. Contingent workers face lower earnings, fewer benefits and legal rights, truncated career paths, and dimmer prospects for retirement income security. Laws protecting U.S. workers were designed with traditional, full-time employees in mind. Consequently, many contingent workers do not receive the same protection as their full-time counterparts. Because nonemployees can find also find themselves without occupational health and safety protections, civil rights protections, and collective bargaining rights, it is very important that employers not misclassify their employees as independent contractors. Federal labor legislation should be amended to extend the same protections to workers in continency arrangements that are now guaranteed to traditional full-time workers. (Contains 17 references.) (MN)

ED 409 468 CE 074 429

Schlachter, Gail A.
The Back-to-School Money Book 1996-1998. A Financial Aid Guide for Midlife and Older Women Seeking Education and Training.
PUB DATE- 96
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Students; Annotated Bibliographies; Community Colleges; Credits; Eligibility; Extension Education; Federal Aid; Federal Programs; Graduate Study; Grants; Higher Education; *Middle Aged Adults; Military Personnel; *Nontraditional Students; *Older Adults; Portfolios (Background Materials); Prior Learning; Reentry Students; Search Strategies; Special Needs Students; State Aid; State Programs; *Student Financial Aid; Undergraduate Study; Veterans; *Womens Education

This guide, which is intended for middle aged and older women who are interested in starting, resuming, or completing education and training, explains how and where to find financial aid. Chapter 1 discusses the importance of developing an overall financial aid search strategy and suggests procedures for identifying and pursuing possible financial aid sources. Chapters 2-4 describe the following: 32 financial aid programs set aside exclusively for midlife/older women; ways female veterans can locate information on hundreds of financial aid opportunities open to them and 24 financial aid programs available to women with family connections to the military; and 6 major federal financial aid programs open to midlife/older women. Listed in chapter 5 are the agencies responsible for awarding student financial aid and guaranteed loans in U.S.

Between 1994 and 2005, employment in the United States will rise to 144.7 million from 172 million, an increase of 14 percent, with women's labor force growth expected to be twice that of men. Growing occupations requiring a Bachelor's degree or above include the following: lawyers, physicians, systems analysts, computer engineers, management analysts, residential counselors, secondary and special education teachers, writers and editors, personnel specialists, designers, artists, and social workers. The following growing occupations require postsecondary training less than a bachelor's degree: registered nurses, police officers, sports instructors, nonvocational instructors, vocational education teachers, air conditioning and heating mechanics, correctional officers, and licensed practical nurses. In addition, many workers will be needed as replacements in the following occupational categories: insurance claims and policy processors; secretaries; general office clerks; engineering and science technicians and technologists; real estate agents, brokers, and appraisers; and construction trades. Most of the occupations with the fastest projected growth are concentrated in the services, retail trade, and government industries, with health services industries expanding most rapidly and computer services and paralegal occupations also expanding quickly. High-paying nontraditional occupations for women include the following: architects, police officers and detectives, engineers, construction inspectors, insulation workers, mechanics and repairers, and firefighters. (KC)

ED 409 487 CE 074 489

Outlook on Women Veterans. Facts on Working Women No. 97-5.
PUB DATE- Jun 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Employed Women; *Employment Patterns; Employment Qualifications; *Females; Males; *Retirement Benefits; Tables (Data); *Veterans

According to the Bureau of Labor Statistics, there were approximately 1.2 million women veterans (5 percent of all veterans) in the United States in 1996. Female veterans were 84 percent white, 12 percent black, and 4 percent Hispanic. Between 1987 and 1991, women accounted for 11 percent of persons separating from the military, a number that is likely to increase. Women veterans are usually younger and more educated than male veterans, and more than half of them served during peacetime. Because of their military experience, women veterans have the education, training, motivation, and skills demanded by employers. As civilians, about 100,000 women veteran officers work as administrators; 235,000 women veterans work in managerial and professional occupations; and 90,000 work in service-related occupations. Because of concern that women separating from the military are unaware of their benefits, the Women's Bureau of the U.S. Department of Labor has begun the following programs to help women veterans make the transition to the civilian labor force: the Women Veterans Training and Placement Program; the Forum on Women Veterans' Employment Issues: Preparing for the Year 2000; the Transition Assistance Program; and the National Summit on Women Veterans Issues. (KC)

ED 409 488 CE 074 492

ED 409 505 CG 027 823

Ghory, Ward; Sinclair, Robert
The Promise of Equality Schools: Improving Learning of Marginal Students.
PUB DATE- Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Educational Discrimination; *Educational Environment; *Educational Opportunities; Elementary School Students; *Elementary Secondary Education; *Equal Education; *High Risk Students; Learning Strategies; Public Schools; Secondary School Students; Student Rights
IDENTIFIERS- Equality (Social)

Public schools are responsible for ensuring that all citizens are prepared for success. An analysis of the needs of high risk students and the introduction of the idea of an "Equality School" are described in this report. Research suggests that too many young people, many of whom come from minority groups, are forced to live and learn on the margins of school life (Sinclair and Ghory, 1987). "Equality Schools" (good schools where all students of all families are learning well) try to help marginal students return to productive learning. The images of schools that promote equality, along with educators' goals of greater equality in schools, are described. Some common characteristics of Equality Schools are provided and the special nature of learning environments where the goal of equality is taken seriously are explored. Although no universal formula characterizes Equality Schools, such schools typically feature the following: educators who believe that all children have the capacity to learn at high levels of accomplishment; educator who can identify the real problems blocking student learning and who can set priorities to improve the learning of all students; that all students learn well, that children should not be sorted into permanent groupings; that diversity is recognized as a strength and promotes learning; that leadership comes from all members of the educational community; and that educators can develop an internal capacity to evaluate student progress, teacher effectiveness, and the quality of their school. (RJM)

ED 409 506 CG 027 838

Anderman, Eric M.; Kimweli, David M. S.
School Violence during Early Adolescence.
SPONS. AGENCY- Department of Education, Washington, DC.; American Educational Research Association, Washington, DC.
PUB DATE- Mar 97
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Early Adolescents; Educational Environment; Elementary School Students; Intermediate Grades;

autism. The last section looks at the child in the community context and focuses on various aspects of the family, school, and community in which such troubled children are brought up. Emphasis is placed on culturally appropriate and pragmatic solutions to the problems of child mental health by employing a holistic and eclectic perspective. Contains approximately 550 references. (RJM)

ED 409 525 CS 012 783

Biggins, Catherine M.; Sainz, JoAnn
Easy Steps to Reading Independence (ESTRI).
PUB DATE- 4 Mar 97
NOTE- 12p.; Paper presented at The New York State Education Department Association of Magnet Schools Conference (Schenectady, NY, March 4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Instructional Effectiveness; Phoneme Grapheme Correspondence; Reading Difficulties; *Reading Improvement; *Reading Instruction; Reading Programs; *Reading Skills; Reading Strategies; Remedial Programs; Teaching Methods; Whole Language Approach
IDENTIFIERS- *Easy Steps to Reading Independence; New York State Education Department

The Easy Steps to Reading Independence (ESTRI) Program is a reading program to be used to support whole language or basal reader programs by enabling limited ability or non-readers to begin reading, or to remediate reading disabilities, at age and grade appropriate levels immediately, without requiring the students to know sight words before entering the program. The philosophy behind ESTRI is that students use the same skills in reading and writing as they do in listening and speaking. ESTRI provides a simplified method for decoding unknown words, taking a cumulative and spiral approach to introducing the phoneme/grapheme correspondences, using the specific rule for identifying syllables in printed words that each syllable of the word contains a vowel sound, which appears in 5 ways in the English language. ESTRI could prove to be a valuable tool in helping magnet schools accomplish their mission. ESTRI is part of the New York State Education Department's validation and dissemination network. (Contains 10 references.) (Author/CR)

ED 409 526 CS 012 804

Carli, Susan M.
Improving Reading Comprehension and Word Attack Skills through Cross-Age Tutoring.
PUB DATE- Apr 96
NOTE- 66p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Cross Age Teaching; Elementary Education; Grade 2; Grade 5; *Reading Comprehension; *Reading Improvement; Reading Research; Teacher Surveys; *Tutoring; *Word Study Skills

An action research project describes a cross-age tutoring program to help increase the reading achievement of targeted second language arts reading program was taught and tested. Statistical comparison was made using the standardized Comprehension Test of Basic Skills total reading scores of 270 students in 1995 and 292 students in 1996. Results indicated a statistically significant drop in test scores for the integrated language arts program. Recommendations include: monitor the reading subtest scores in vocabulary word analysis and comprehension to discover instructional strengths and weaknesses; analyze writing and spelling standardized test scores for the 2 groups; continue to use a balance of each reading approach in first-grade reading instruction; and continue to develop reading strategies that will reach both the global holistic learner and the analytical learner. (Contains 22 references and 8 tables of data.) (RS)

ED 409 546   CS 012 873

Taylor, John
The Controversy between Whole Language versus Phonics.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Elementary Education; *Phonics; *Reading Instruction; *Whole Language Approach
IDENTIFIERS- Controversy; *Educational Issues

Whole language versus phonics: the debate rages on over the proper techniques for teaching reading. Whole language is a child-centered, literature based approach to language teaching that will immerse the students in real communication. The reasons placed behind whole language teaching are based on linguistics, pedagogy, and psychology. In the whole language program, writing and reading go hand in hand as the student begins to string letters together. Phonics is a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups, and syllables. Phonics has been in use since the 19th century and has been used by teachers since its inception. Phonics is based on interpretation of research findings, partly on theory, and partly on combined experience of classroom teachers. Proponents of each program claim pupil interest in only their program, and each claim the rival program to be dull and drab. There needs to be a combination of whole language and phonics in order for the students to truly succeed. Educators should strive for what is best for the students. (RS)

ED 409 547   CS 012 874

Miller, Harry, Comp.; And Others
Accentuating Literacy Today: A Reading Consultant's Handbook.
PUB DATE- 97
NOTE- 67p.; For the 1996 Handbook, see ED 398 552.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biographies; Class Activities; Classroom Techniques; *Content Area Reading; Elementary Education; *Literacy; *Reading Comprehension; *Reading Readiness; Reading Teachers; Teaching Guides; *Vocabulary Development; *Word Recognition
IDENTIFIERS- Historical Background

This handbook presents brief descriptions of various aspects of student using a dialogic framework that provides for reciprocity. Her aim is to provoke, to seduce (persuade through passion), and to awaken their incipient sense of wonder at the world and the language that creates this reality. Bakhtin classifies the Socratic dialogue as "carnivalesque." Reading Plato's dialogue in "Phaedrus"against David Mamet's "Oleanna," and by using it as a site for inquiry rather than as an object of "truth" or received knowledge, students are led to question not just the ancient model of education, but all models of education--including higher learning as an institution--its purpose, methods, prejudices--as well as models of teacher-student relationships. Read both together and against each other, these plays reveal significant common themes. Both involve two characters, a student and a teacher. Both "play" with this relationship and explore questions of power and justice. Excerpts from students' writings on the plays show that many of them discovered new perspectives about themselves and the world, but some remained uncomfortable with a power rearrangement. During discussions about "Oleanna" the students almost unanimously supported John, the teacher, and had virtually no sympathy for Carol, the student. (Student response statistics, handouts and assignments, background materials on readings, and in-class writing projects are attached.) (NKA)

ED 409 566   CS 215 904

Tao, Liqing; Moon, Jennifer
Electronic Messages: Can We Expect Them To Be Coherent?
PUB DATE- Nov 96
NOTE- 18p.; Paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coherence; Communication Research; Discourse Analysis; *Educational Technology; *Electronic Mail; Focus Groups; Group Discussion; Higher Education; Surveys
IDENTIFIERS- Academic Discourse Communities; *Listservs; *Text Coherence

A study examined discussions on an instructional listserv, an open forum with several hundred subscribers across the world. The study investigated the coherence of a group of electronic mail (e-mail) messages taken from an academic listserv under one topic. Coherence is important as it contributes to the comprehension of a text. Participants on the listserv are mostly academic professionals and other professionals associated with the list's focus on instructional technology. First, e-mail messages on several topics were collected over a period of 1 month. Then, "No Jokes," the group of messages to be examined was selected; it contained 24 messages of different lengths. The subject e-mail message group was scrutinized for themes by using a qualitative content analysis procedure. Results indicated that out of the 24 messages there were 9 themes--one central theme was picked up in 14 messages; 20 times other themes were discussed across 16 messages; and 11 messages of 14 were sent within 2 days. Findings suggest that the e-mail message group seems to lack similarity in themes and the high dissimilarity level makes the group discussion less centered. Based on two measures of similarity and proximity, the messages seem to be lacking in coherence. Some implications for future research on e-mail in education are offered. (Contains 17 references.) (CR) extends between the Gothic horror genre and the more mainstream literature; it is also important to the positioning of stories within the discourse of Gothic horror itself. Toni Morrison's "Beloved," for example, can be taught as a Gothic horror novel. Gothic horror, like any other genre, has its conventions--it invokes the tyranny of the past with such weight as to stifle the hopes of the present. By studying how different authors interact with genre conventions, composition students can better understand the conventions of the genre they are studying--that of the college essay--and see how they can both write within that genre and also use their understanding of those conventions to accommodate their own voices. (Includes 8 notes.) (CR)

ED 409 584 CS 215 933

Thompson, Nancy S.; Alford, Elisabeth M.
Developing a Writing Program in Engineering: Teaching Writing to Teach Engineering Literacies.
PUB DATE- Mar 97
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Engineering; Engineering Education; Higher Education; Program Development; *Writing Across the Curriculum; Writing Improvement; Writing Processes; *Writing Skills
IDENTIFIERS- Computer Engineering; Electrical Engineering; *University of South Carolina; *Writing Contexts

A discipline-specific writing center is the nucleus of a writing-in-the-disciplines (WID) program in engineering, in the Department of Electrical and Computer Engineering (ECE) at the University of South Carolina. As a writing program, the writing center serves student writers and faculty in ECE and integrates writing consultation into the engineering curriculum, especially into ECE's sequence of five mandatory lab courses. This approach to creating and maintaining a WID program grew out of theory, research, and experience in the fields of composition and rhetoric and engineering education. The program was designed in the contexts of theories of literacy or language acquisition as central to the process by which students become members of a professional, or discourse community. A major goal of the program was the development of pedagogical methods, grounded in theory, that would support students as they acquired the literacies of engineering. (Contains 4 references.) (Author/CR)

ED 409 585 CS 215 934

Cobine, Gary R.
Studying with the Computer. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated

600 sources across a wide spectrum of perspectives regarding restructuring. It provides a picture of many of the trends and issues in school restructuring and attempts to place these issues into a context that helps explain where schools have come from and where they might be going. The book is designed to help faculties develop their vision of restructuring and their strategies for pursuing the process of restructuring. The book is organized into four major parts. Part 1, "Rationale and Context," presents a historical context within which restructuring can be considered, as well as a summary of the current motivations for and implications of educational restructuring. Part 2, "Changing Roles and Responsibilities," examines the evolution of new roles for essentially all the groups that participate in public education directly or indirectly. The third part, "Dimensions of Restructuring," explores the concepts of incremental and discontinuous change and then discusses current activities in school restructuring along 12 dimensions--learning standards, curriculum, instruction, assessment, learning environment, technology, school-community relationship, teaching and learning time, governance, teacher and principal leadership, personnel structures, and contractual relationships. Part 4, "Process of Restructuring," captures the lessons being learned about the process of restructuring schools and presents examples of strategies and techniques for restructuring. Two figures and subject and author indices are included. (Contains over 600 references.) (LMI)

ED 409 604   EA 028 387

Gaustad, Joan
Building Support for Multiage Education. ERIC Digest, Number 114.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Support; Elementary Secondary Education; *Information Dissemination; *Mixed Age Grouping; *Nongraded Instructional Grouping; *Parent Participation; Participative Decision Making; Public Support; School Community Relationship; *School Support; Volunteers
IDENTIFIERS- ERIC Digests

Multiage education involves placing children of different ages, abilities, and emotional maturity in the same classroom. Research indicates that heterogeneous grouping promotes cognitive and social growth, reduces antisocial behavior, and facilitates the use of research-based, developmentally appropriate instructional practices. Because multiage education is unfamiliar to most citizens, it is crucial for these programs to garner parent and community support. This digest summarizes research findings on how schools can create support for multiage education. Topics include the importance of parent and community support, the ways in which multiage practices can be effectively communicated, the ways in which parents and the community can be involved, the obstacles that can hinder meaningful parent involvement, and the ways in which parents and community members can participate in decision making. (LMI)

ED 409 605   EA 028 388

Teacher Union Contract Negotiations.
PUB DATE- Jun 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Collective Bargaining; Contracts; Elementary Secondary Education; *Group Dynamics; Intergroup Relations; *Labor Relations; *Negotiation Impasses; Power Structure; *Resistance to Change; Unions

One of the most sensitive issues in K-12 education today is that of professional negotiations between administration and teachers. This paper describes the effects of mediation training on negotiation talks between teachers and management. Teams of representatives from a teachers' union and a board of education participated in a 1-week mediation training session based on the Federal Mediation Conciliation Service (FMCS) negotiation model. They then engaged in a negotiation process that lasted over 2 years. Data were obtained through participant observation, focus-group discussions, and interviews. Although the training process produced changes in participants' behaviors, some participants continued to exhibit a great resistance to change. Both a formal and an informal power structure continued to operate, which was evidenced by representatives' use of jargon and terminology specific to their group or school. Some participants violated the ground rules by holding private "caucuses" to discuss issues. In short, some participants reverted to the old behaviors and attitudes of mistrust and partisanship. The findings suggest that the brief initial training was not sufficient for team members to internalize the interest-based bargaining process and that periodical retraining is necessary for true and lasting change to occur. One figure is included. (Contains 37 references). (LMI)

ED 409 625 EA 028 480

Yoo, Soonhwa; Loadman, William E.
Venture Capital Initiative: Ohio's School Improvement Effort.
PUB DATE- Mar 97
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Improvement; Educational Innovation; Elementary Secondary Education; Program Implementation; *School Restructuring; *State Aid; State Programs
IDENTIFIERS- *Ohio

In 1994 the Ohio State Legislature established Venture Capital to support school restructuring. The Venture Capital school initiative is a concept borrowed from the business community in which the corporate entity provides risk capital to parts of the organization to stimulate creative ideas and to provide opportunities for local entities to try out these ideas. Individual Ohio schools are eligible to receive a yearly award of $25,000 for up to 5 years. The Ohio State Department of Education evaluated Venture Capital proposals on the basis on the following nine criteria: focus on learning, improvement strategies aimed at reaching all students, expanded teacher roles, community readiness, community involvement, systematic

Parent Perceptions of Block Scheduling in a New York State Public High School.
PUB DATE- Apr 97
NOTE- 24p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, April 30-May 2, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Block Scheduling; High Schools; *Parent Attitudes; Parent Participation; *Parent School Relationship; Public Schools; *School Schedules; *Time Blocks; Time Factors (Learning)
IDENTIFIERS- *New York

Although parents are key stakeholders in the educational process, their perceptions are often neglected in studies of school reform. This paper presents findings of a study that explored the attitudes of parents of New York State high school students toward block scheduling. A survey of all parents of 11th and 12th graders in a rural New York high school garnered a 70 percent response rate (n=110). Parents were asked to compare their attitudes to a block-schedule program before and after its implementation. Findings showed no correlation between the number of meetings that parents attended and their support for block scheduling. Parents perceived that block scheduling resulted in increased time for class discussions and student interaction with teachers. However, parents perceived problems involving students' retention of material, teacher absences, and student absences. The majority of parents supported block scheduling but did so without clear evidence of academic improvement. Many parents reported that their understanding of block scheduling improved through talks with their children rather than through school information-dissemination efforts. Fifty percent reported no change in their opinions about block scheduling. Six figures are included. (LMI)

ED 409 645 EA 028 508

Bredo, Eric
Passivity and Powerlessness in Educational Thought.
PUB DATE- Mar 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behaviorism; *Educational Philosophy; Educational Theories; Elementary Secondary Education; *Evolution; *Foundations of Education; Learning Theories; *Progressive Education; Social Structure
IDENTIFIERS- James (William); *Postmodernism

Educational thinking in America was once strongly activist. Schools had a part to play in social evolution and were an important factor in social progress. This paper shows how passivity and powerlessness is built into the deepest assumptions of current educational thinking. It provides an overview of modernist theory and postmodern accounts, and asserts that both share pre-Darwinian assumptions. The paper suggests that reform will require a different attitude and way of thinking, one that is more in tune with the post-Darwinian

Instruction Makes a Difference" (Barbara Wolfe, Patricia Snyder); (8) "Supervision, Mentoring, and Coaching: Methods for Supporting Personnel Development" (Kathleen K. Gallacher); (9) "From Monologues to Skilled Dialogues: Teaching the Process of Crafting Culturally Competent Early Childhood Environments" (Isaura Barrera, Lucinda Kramer); (10) "Guiding Practitioners toward Valuing and Implementing Family-Centered Practices" (Susan L. McBride, Mary Jane Brotherson); (11) "Service Coordination in Early Intervention: Competencies, Curriculum, Challenges, and Strategies" (Peggy Rosin, Elizabeth Hecht); (12) "Preparing Practitioners for Getting the Most Out of Child Assessment" (Elizabeth R. Crais); (13) "Preparing Practitioners for Planning Intervention for Natural Environments" (Juliann Woods and others); (14) "Building Effective Early Intervention Teamwork" (Corinne Welt Garland, Adrienne Frank); (15) "Preparing Practitioners To Provide Early Intervention Services in Inclusive Settings" (Susan Kontos, Karen Diamond); (16) "Early Intervention Public Policy Analysis: Issues and Strategies in Personnel Preparation" (Barbara Hanft, Patricia Place); (17) "Parent-Professional Partnerships in Preservice and Inservice Education" (Angela Capone and others); (18) "Designing and Implementing Innovative, Interdisciplinary Practice" (Sharon E. Rosenkoetter, Vicki D. Stayton); (19) "Distance Education in Early Intervention Personnel Preparation" (Mary-alayne Hughes, Sue Forest); (20) "A Team-Based Model To Improve Early Intervention Programs: Linking Preservice and Inservice" (David Sexton and others); and (21) "Putting It All Together: The Nuts and Bolts of Personnel Preparation" (Camille Catlett, Pamela J. Winton). (Individual chapters contain references.) (DB)

ED 409 665   EC 305 707

Helping Children and Their Families: Updates on Recent Education and Human Service Initiatives.
PUB DATE- Jan 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Community Programs; Community Resources; Cooperative Programs; *Disabilities; Early Childhood Education; *Family Programs; Health Services; *Human Services; Professional Development; Program Evaluation; *School Community Relationship
IDENTIFIERS- *Vermont

This report provides brief descriptions of a variety of community and educational programs for children and families with special needs, especially at the early childhood level in Vermont. Part 1 describes six programs characterized as community/regional-state partnerships. Part 2 describes family-centered resources, supports, and services, especially early childhood programs. The early childhood programs are grouped into those focused on infants, general early childhood, and "Success by Six" community projects in 17 areas. Also described in the family-centered resources section are several programs grouped under the category of "educating children for success," programs supporting the health and other human service needs of children, and programs to assist with transitions to the workforce. Part 3 describes three programs which maximize federal Medicaid funding to enhance services; Part 4 discusses a program in professional preparation and development; and Part 5 outlines a program to monitor progress toward desired

*Computer Software Development; *Disabilities; Early Childhood Education; Educational Media; Instructional Development; Instructional Materials; Material Development; *Optical Data Disks; *Severe Disabilities; Visual Arts
IDENTIFIERS- Apple Macintosh; *ArtSpace (CD ROM)

This final report describes activities and accomplishments of the Expressive Arts Project for Young Children with Disabilities, which developed and evaluated a CD-ROM, ArtSpace. The program, developed on a Macintosh platform, allows the child to either view or make art. It offers real time video, music especially produced to accompany images, voice, photographs, graphics, and text, all of which are integrated into the software and are organized around three elements: the "adult gallery," the "children's gallery," and the "studio." A surprising finding during field testing was the increased time and attention demonstrated by children with severe disabilities whose teachers had predicted little or no participation in planned art activities. After the executive summary, individual sections of the report describe the project's objectives and goals, conceptual framework, components, problems and their solutions, impact (including products, recommendations, findings, marketing) and future activities. (DB)

ED 409 683 EC 305 729

Woodward, John; And Others
Informed Instruction in Mathematics. Final Project Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; *Educational Diagnosis; Elementary Secondary Education; *Inclusive Schools; Instructional Development; Instructional Materials; *Learning Disabilities; Mainstreaming; Mathematical Concepts; Mathematics Curriculum; *Mathematics Instruction; *Remedial Instruction; Resource Room Programs; Teaching Methods

This report describes the results of a three-year study, the Informed Instruction Project, that investigated different approaches to mathematics instruction for students with learning disabilities and at-risk for special education services. The project focused on two strands of inquiry: (1) the effects of a computer-based diagnostic assessment system in aiding special education teachers to remedy students' arithmetic misconceptions and (2) the effects of specific curricular interventions on students in a mainstreamed setting. The three sections of the report discuss the findings. The first section presents an overview of project dissemination and products. The second section is an overview of the findings, "The Informed Instruction Project: Preliminary Findings and Implications for Future Research in Mathematics for Students with Learning Disabilities" (John Woodward and Juliet Baxter), written for the National Center to Improve Instruction in November 1995. This paper describes the implementation of a diagnostic system (TORUS) designed to detect student misconceptions in addition and subtraction that was used in a year-long, qualitative study by a special education teacher, who used direct instruction and TORUS to supplement resource room math classes. The third section contains the technical overview of the project, "Action-based Research on Innovative Mathematics Instruction and Students with Special Needs"

(Ed Bryant); "I've Gotten Attached to My Insulin Pump" (Veronica Elsea); "New Insulin" (NFB Diabetes Action Network); "Talking Blood Glucose Monitoring Systems" (Ed Bryant); "Non-Invasive Glucose Monitors" (NFB Diabetes Action Network); "Diabetes and the Feet" (NFB Diabetes Action Network); and "Medicare Pays for Diabetic Footwear" (NFB Diabetes Action Network). Part 3 discusses current medical issues and includes: "Kidney Failure, Dialysis, and Transplantation" (Ed Bryant); "Pancreas Transplantation: Should Blind Diabetics Be Excluded?" (Francisco S. Escobar); "Arthritis and Diabetes: A Common Association" (Thomas Pressly); "Diabetes and Yeast Infections" (Diana W. Guthrie); "Hypoglycemia and How to Deal with It" (Ed Bryant); "Diabetic Peripheral Neuropathy" (NFB Diabetes Action Network); "Diabetes and Men's Sexual Health" (Ed Bryant); "Diabetic Ketoacidosis" (NFB Diabetes Action Network); and "Necrobiosis Lipoidica Diabeticorum" (NFB Diabetes Action Network). Part 4 focuses on employment issues and includes a series of articles by the NFB Diabetes Action Network, including: "Diabetes and the IWRP"; "Blind Diabetics at Work"; "The Use of Braille by Blind Diabetics"; "Health Insurance"; and "Scleral Shells." Part 5 addresses emotional aspects of diabetes and includes: "The Emotional Side" (NFB Diabetes Action Network); "How I Went Blind...and Then What" (Ed Bryant); and "My Transformation" (Betty Walker). An appended list relates informational resources and product resources. (CR)

ED 409 701 FL 024 163

Smith, Karin, Comp.; Haake, Susan, Comp.
Catalog of the George Alan Connor Esperanto Collection.
PUB DATE- 78
NOTE- 122p.; The catalog entries (p17-120) are printed in very small type.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Dictionaries; *Esperanto; Information Sources; Letters (Correspondence); *Periodicals; *Reference Materials; Uncommonly Taught Languages
IDENTIFIERS- Monographs

This catalog inventories the collection of books, monographs, serials and periodicals, dictionaries, pamphlets, ephemera, and correspondence concerning Esperanto in the collection of George Alan Connor housed at the University of Oregon Library. Overall, the catalog contains approximately 475 serial entries and 3,000 author entries. Connor was a printer, teacher, author, and publisher of materials about Esperanto, an artificial language designed for international communication. An introductory section contains background information about the evolution of Esperanto and the Esperanto movement, a biographical note about Connor, and notes on the collection. The bibliographic entries are organized by the document types mentioned above. (MSE)

ED 409 702 FL 024 520

Kitao, Kenji
World Wide Web Resources for EFL/ESL.
PUB DATE- Mar 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080),Reference Materials -

PUB DATE- Mar 97
NOTE- 11p.; Paper presented at the Singapore Symposium on Reading for Success (March 6-8, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Classroom Techniques; *Cooperative Learning; Educational Strategies; Elementary Secondary Education; Foreign Countries; *Group Activities; Group Dynamics; Grouping (Instructional Purposes); Heterogeneous Grouping; Instructional Effectiveness; *Reading Instruction; Second Language Instruction; *Second Languages
IDENTIFIERS- Singapore

An essay on use of cooperative learning (CL) techniques in the second language classroom looks at the benefits of CL, examines the current status of their use, particularly in Singapore, and makes recommendations for implementing CL techniques in second language reading instruction. The discussion begins with a review of literature on group instruction and group activities in second language teaching, and looks at how group activities are, first, incorporated into second language curriculum plans and instructional materials and then implemented in the classroom. Singapore's situation is highlighted here. A second section looks at what distinguishes CL group instruction approach and its potential to improve group activities. Five advantageous features of CL are noted: positive interdependence; individual accountability; collaborative skills; use of group time to process interactions; and heterogeneous grouping. Variables in task design that affect language learning are also discussed briefly. Three ways to increase the use of CL in reading instruction are outlined and explored: (1) inclusion of CL in pre- and inservice teacher education; (2) incorporation of CL activities in teachers' instructional materials; and (3) inclusion of CL activities in student materials. Several specific classroom techniques and procedures are noted. Contains 19 references. (MSE)

ED 409 723 FL 024 654

Hu, Helen Chau
Approaching Integrated Reading and Writing Using General Texts.
PUB DATE- 97
NOTE- 10p.; Revised version of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 26-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; Coherence; College Preparation; *Dialogs (Language); Difficulty Level; Higher Education; *Instructional Materials; Interviews; Media Selection; Newspapers; Periodicals; *Reading Instruction; Reading Strategies; *Writing Instruction
IDENTIFIERS- *Authentic Materials; Lennon (John)

It is argued that non-academic texts should be included as instructional materials for teaching college-level reading and writing skills, and recommends dialogues such as edited transcripts of interviews. Advantages cited include: better student comprehension of contemporary modes of discourse; clear

NOTE- 23p.; For the serial issue as a whole, see FL 024 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business Administration; *Business Communication; Classroom Techniques; Cultural Awareness; *Cultural Education; *English (Second Language); Foreign Countries; Japanese; Language Patterns; Language Proficiency; Language Research; Language Usage; North American English; *Pragmatics; Second Language Instruction; *Sociocultural Patterns; Student Attitudes; Work Environment
IDENTIFIERS- *Japanese People; *Politeness

A study investigated which experiences helped Japanese learners of English as a second language acquire native-like politeness strategies and how Japanese businessmen perceive the relationship between degrees of indirectness and politeness in Japanese and in English. Subjects were 22 adult males, including 17 native speakers of Japanese working for large businesses and living in Japan or the United States, and a comparison group of 5 native speakers of American English working in a large American firm. The subjects completed discourse completion tasks and a questionnaire. The discourse completion tasks involved refusals, giving embarrassing information, and disagreement in interactions between lower- and higher-status colleagues. Responses revealed patterns both within and across cultural groups. It is concluded that living experience in the target culture helped learners acquire native-like pragmatic competence, and that the Japanese and American businessmen shared an understanding of the relationship between degrees of politeness and directness. All valued their native norms in speaking to higher-status colleagues. Contains 18 references. The questionnaire is appended. (MSE)

ED 409 743 FL 024 683

Pomerantz, Anne
Who Is Telling Stories and Whose Stories Are Being Told?
PUB DATE- 97
NOTE- 13p.; For serial lesson as a whole, see FL 024 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Bias; Cross Cultural Studies; *Discourse Analysis; *Intercultural Communication; *Language Research; *Research Methodology; Researchers; *Sampling; *Story Telling

The research process in studying narrative analysis, or story-telling, is examined, focusing on: (1) how researchers use narrative to position themselves with respect to participants in a study, (2) how researchers use conversational stories to construct and negotiate meaning, and (3) what the absence of certain stories reveals about the researchers' expectations and the frames operating within the community under study. The inquiry emerged from research on story-telling in an elementary school, in which the researchers observed that they were also telling stories rich in narrative form. One of the researchers subsequently interviewed another and analyzed the interaction, looking for linguistic evidence of assumptions and expectations, and also for the role of conversational stories in the re-telling of an experience. Some elements felt to be important in this analysis are highlighted, including use of stories to negotiate meaning, sort data, and evaluate an experience. Contains 11 references. (MSE) not re-enroll in the fall of 1995 were surveyed via telephone. Attempts were made to reach 100 percent of non-returning minority students and approximately 50 percent of non-returning white students. It was found that the average Scholastic Assessment Tests (SAT) verbal score was 480 and the math score was 465 for the non-returnees, and that 92 percent indicated that they worked 10-40 hours per week. Most of the non-returnees initially came to CNU because of its convenient location and low tuition. Important in the respondents' decision not to return to CNU were financial problems (46 percent), family complications (30 percent), work/schedule conflicts (29 percent), and poor academic performance (24 percent). Sixty-one percent of the non-returnees indicated that they planned to eventually return to CNU. The results are discussed in light of the development of more effective retention policies for the university. (Contains 10 references.) (MDM)

ED 409 762 HE 030 236

Keith, Kent M.
Comments on the Future of Higher Education in California.
PUB DATE- 7 Dec 95
NOTE- 8p.; Testimony presented to a Hearing on the Master Plan for Higher Education: Past, Present, and Future, before the State of California Assembly Committee on Higher Education (Los Angeles, CA, December 7, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Educational Change; Educational Economics; Educational Policy; *Financial Support; *Government Role; *Higher Education; Institutional Role; Private Colleges; *State Universities; Student Financial Aid; *Tuition
IDENTIFIERS- *California

This testimony discusses the future of higher education funding in California, focusing on the need to move from a system of "free" state higher education to one in which individuals receive the degree of financial aid that they need. It argues that tuition at state universities should be raised to help provide more financial aid to those students less able to afford the cost of attending a university. The testimony also discusses the need to encourage private colleges and universities to increase enrollments to help relieve the pressure on the public system, mainly through financial aid, capital improvements, and tax incentives for donors to private institutions. It argues that large investments in physical facilities and university "cities" are no longer necessary, due to developments in distance learning and electronic communication, and that costly non-academic services divert money away from the essentials of a university, namely teaching and learning. The testimony also discusses the rise of "entrepreneurial universities" and open universities in competition with traditional, publicly-funded, campus-based institutions, and the need to reconsider the long-term public role of state governments in higher education. (MDM)

ED 409 763 HE 030 237

Keith, Kent M.
Global Education and International Students.

Chapter 5, which covers selection of the appropriate statistic, discusses and gives examples of design trees. The appendix lists the statistical commands in the Statistical Package for the Social Sciences that are used to perform the analyses illustrated in the text. (Contains 15 references.) (CH)

ED 409 781 HE 030 291

An Assessment of North American Nursing.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 96
NOTE- 245p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Accreditation (Institutions); *Certification; Comparative Analysis; *Comparative Education; Foreign Countries; Higher Education; International Cooperation; International Education; International Organizations; Licensing Examinations (Professions); *Nurses; *Nursing Education; Nursing Research; Professional Education; *Standards
IDENTIFIERS- Canada; Mexico; North America; Nursing Schools; Nursing Students

This document, prepared under the auspices of the Trilateral Initiative for North American Nursing, a professional organization of nursing, examines and compares nursing standards in Canada, Mexico, and the United States. The report focuses on first-level, general nurses and advanced or specialty practice nurses, and is organized in four parts: (1) education standards; (2) education program approval and accreditation; (3) licensure, registration and standards of practice; and (4) certification and licensure of specialty and advanced nursing practice. In each part, separate monographs describe the practices and standards for each country; following the monographs, a section titled "Similarities and Differences," summarizes the information in tabular form. The final section in each part is a brief list of recommendations. Many of the monographs contain references, notes, and appendixes. A final section contains general recommendations and an action plan for the next phase of the study. Appended are a glossary, a list of organizations and associations referred to in the text, a list of project participants and contact persons, and lists of reviewers and translators. (CH)

ED 409 782 HE 030 292

College Costs, 1996-97. A Guide to Student Charges at Public, Four-Year Colleges and Universities.
PUB DATE- Mar 97
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Educational Economics; Educational Finance; Expenditure Per Student; Higher Education; Land Grant Universities; Parent Financial Contribution; *Paying for College; *Public Colleges; State Aid; State Schools; State Universities; *Student Costs; Student Financial Aid; Student Loan Programs; Tables (Data); Trend Analysis; *Tuition
IDENTIFIERS- Pell Grant Program; Stafford Student Loan Program

University of Economics and Business Administration" (Barbara Sporn and George Miksch); (8) "The Management of a Campus Network. The Case of the University of Hong Kong" (John Dockerill); and (9) "Information Strategies: A UK Perspective" (Peter Ford). (Individual chapters contain references.) (JLS)

ED 409 800 HE 030 330

Information Technology and the Future of Post-secondary Education.
PUB DATE- 96
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Adult Education; Computer Assisted Instruction; *Distance Education; Educational Demand; Educational Quality; Educational Television; Foreign Countries; *Higher Education; *Information Management; Information Systems; *Information Technology; Open Universities; Postsecondary Education; Student Costs; Technological Advancement

This volume presents three analytical discussions of issues in the application of technology at the postsecondary level, both in the provision of distance education and its use in support of teaching, learning, research, administration, management, and libraries in institutions of higher education institutions. Part 1, "Responding to the Triple Challenge Facing Post-Secondary Education: Accessibility, Quality, Costs" (by Stephen Ehrmann) offers an overview of how technology can meet these challenges suggesting types of instructional arrangements and the infrastructure needed to support such arrangements. Part 2, "The Future of Face-to-Face and Distance Teaching in Post-Secondary Education" (by William Renwick) focuses on the impact of technology on these two modes of education and the new interrelationships between them. It discusses institutional responses to rapidly changing demands and expectations by universities, polytechnics, colleges, and others in European nations. Part 3, by Gordon Bull, "Student Owned Computing: The Issues for Higher Education Management" raises issues (academic, resources, human and social) to which higher education institutions are confronted when students themselves are well equipped with new information technology. These include cost to the student, cost to the institution of supporting infrastructure, the need for standards, and the role of network services. (Contains 43 references.) (DB)

ED 409 801 HE 030 331

Debt Collection. Improved Reporting Needed on Billions of Dollars in Delinquent Debt and Agency Collection Performance. Report to the Chairman, Committee on the Budget, House of Representatives.
PUB DATE- Jun 97
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Educational Finance; *Federal Aid; Financial Audits; Higher Education; Housing; *Loan Default; *Loan Repayment; Program Improvement; Student Financial Aid; *Student Loan Programs; Veterans
IDENTIFIERS- Department of Education; Department of Housing and Urban Development; Family Education Loan Program

of the book includes listings and descriptions of awards from universities and colleges in the Atlantic provinces and Quebec, Canada-wide general awards, and employment-related scholarships. A final chapter cross-indexes awards according to specific characteristics or requirements, such as religion, ethnic background, or physical disability; by specific program of study; and by deadline date. A glossary of terms is appended. (CH)

ED 409 819 HE 030 351

Barbett, Samuel F.; Korb, Roslyn A.
Enrollment in Higher Education: Fall 1995. E.D. Tabs.
PUB DATE- Jul 97
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Attendance Patterns; College Attendance; Colleges; Educational Finance; *Enrollment Trends; Graduate Study; Higher Education; In State Students; Minority Groups; Out of State Students; Professional Education; Statistical Data; Student Costs; Tables (Data); Trend Analysis; *Tuition; Two Year Colleges; Undergraduate Study; Universities
IDENTIFIERS- *Integrated Postsecondary Education Data System

This document presents enrollment data for 8,675 U.S. postsecondary institutions in the 50 states and the District of Columbia from the Integrated Postsecondary Education Data System. Data covers fall 1995 enrollments and historical comparisons with previous years on selected variables. A summary section highlights characteristics of enrolled students, types of institutions attended, attendance status, changes in enrollment from 1991-95, and enrollment by state. Among the highlights are: (1) in fall 1995 there were 15.1 million students enrolled in postsecondary institutions; (2) women comprised 55.5 percent of students in institions of higher education but only 41.6 percent of students enrolled in first professional schools; (3) about 78 percent of students attended public institutions; (4) 58.4 percent of udnergraduate students attended school full time; (5) since 1992, total college enrollment has decreased every year, resulting in a 1.5 percent decrease overall; and (6) enrollment since 1991 has decreased in 23 states and the District of Columbia and increased in 25 states. Twenty-five tables and five figures provide supporting data. Four extensive appendixes present tabulated data on enrollment by race and ethnicity; national enrollment trends for fall 1991-95; enrollments by age; and enrollments by state. Technical notes on data sources and methodology are included in a fifth appendix. (CH)

ED 409 820 HE 030 352

Shor, Ira
When Students Have Power: Negotiating Authority in a Critical Pedagogy.
PUB DATE- 96
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Communication; *Classroom Techniques; *Commuter Colleges; Creative Teaching; Critical Theory; Cultural Relevance; Educational Sociology; Educational

(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Active Learning; Class Activities; *Cognitive Structures; *Computer Assisted Instruction; Computer Software; Computer Software Evaluation; Computer Uses in Education; Educational Strategies; Foreign Countries; Metacognition; *Multimedia Materials; *Problem Solving; Science Process Skills; Secondary Education; Student Participation; Thinking Skills; Writing (Composition)
IDENTIFIERS- Australia; *Interactive Writing

This paper describes research into the use of cognitive tools in the classroom using "Exploring the Nardoo", an information landscape designed to support student investigation. Simulations and support tools which allow multimedia reporting are embedded in the package and are supported by several metacognitive tools for the writing process. The tools include details about genre and also provide scaffolding templates to support the learners. "Exploring the Nardoo" provides a rich information landscape of resources based on ecology, with a Water Research Center and a navigable river environment. It incorporates problems that challenge students to become active participants in the learning process and simulators that allow the user to ask questions and investigate possible answers to those questions. By providing a metaphor relating to the real world, students are encouraged to apply scientific concepts and techniques in new and relevant situations throughout the problem-solving process. The package incorporates high quality visual materials in the form of graphics, sound, text, and motion video together with scientific measuring tools to aid in the construction of understanding. Experiences using the package with two groups of high school students (n=8 and 11) and future cognitive tool development are discussed. (Contains 12 references.) (Author/SWC)

ED 409 838 IR 018 427

Januszewski, Alan
Considerations for Studies in Intellectual History in the Field of Educational Communications and Technology.
PUB DATE- 97
NOTE- 6p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biographies; *Conflict; Culture; *Educational History; Educational Methods; *Educational Technology; Higher Education; *Intellectual History
IDENTIFIERS- *Historical Methods

This paper reports on some of the important considerations that characterize historical study in the field of educational technology. Intellectual history is the history of thought or some specific aspect of thought, and is divided into three primary areas of study: (1) biography--studies focusing on the thoughts, work, and lives of single individual; (2) the history of ideas--often a cross-disciplinary endeavor, seeking out important or "great works", illustrating the efforts of exceptional individuals; and (3) the history of culture--emphasis on the "collective mentalities or thought collectives" that exist within given societies at different points in time,

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Decision Making; Elementary Secondary Education; Higher Education; *Instructional Design; Instructional Innovation; Instructional Materials; Lesson Plans; *Preservice Teacher Education; Teaching Methods; *Teaching Styles
IDENTIFIERS- *Preservice Teachers

This study explored the development and processes of thinking, planning, and decision making of two preservice teachers as they progressed through their teacher education program. The effects of training in the systems approach on two preservice teachers' thinking about instruction and on their actual instructional planning documents were examined. Also investigated was the relationship between these teachers' training in instructional systems design and the approaches to teaching and planning for instruction presented in the pedagogical courses of their teacher education program. Two preservice teachers enrolled in an instructional design course participated in this study. Data were collected over a 3-year period; the primary data sources were interviews, students' notes, journals, assignments, projects and lesson plans, an instructional design survey, observations of student teaching, and personal communication with the students' university supervisors. While the students' beliefs did not change drastically over the course of their teacher education program, they refined, expanded, and validated their beliefs by gaining theoretical and practical knowledge. The results of the instructional design survey indicated that both students used instructional design principles, and to some extent procedures, thereby reflecting a systems perspective on instruction. Analysis of the students' lesson plans and their execution showed that the lesson format taught by the university, the cooperating teacher's style, and the textbook materials highly influenced the way both participants designed their lessons. The lesson plans and the statements that these preservice teachers made revealed an increasingly complex but also integrated conception of the teaching-learning process. Six tables present study data. (Contains 34 references.) (AEF)

ED 409 856   IR 018 445

Moallem, Mahnaz; Micallef, Suzanne
Instructional Technologists at Public Schools: A Study of the Role and Effectiveness of Technology Resource Teachers.
PUB DATE- 97
NOTE- 21p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Computer Uses in Education; Curriculum Development; Intermediate Grades; Junior High Schools; Middle Schools; Professional Development; *Public Schools; Tables (Data); Teacher Attitudes; *Teacher Educators; *Teacher Effectiveness; *Teacher Role; Teacher Surveys
IDENTIFIERS- Computer Confidence; Computer Use; *Technical Information Support Activities; *Technology Coordinators; Technology Implementation; Technology Integration; Technology Utilization; User Training

Human resource positions that are becoming known as Technology Coordinator (for district-level personnel) and Technology student and evaluator analyses of the students' subsequent multimedia productions are presented and analyzed in relation to the effectiveness of applying two versions of the Multimedia Matrix. Focusing students' attention on specific content structure has shown indications of increasing structural knowledge and retention and keeping students on task. For the task of authoring, the Matrix used to support learning has the potential to decrease demands made on the mental effort the student must expend on remembering authoring "Principles" and to increase effort toward authoring content. Implications for future application and investigation of the Matrix is provided. (Contains 19 references.) (Author/SWC)

ED 409 872 IR 018 461

Small, Ruth V.; Samijo
How Information Affects Intrinsic Motivation: Two Exploratory Pilot Studies.
PUB DATE- 97
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age; Computer Assisted Instruction; *Computer Games; Computer Uses in Education; Curiosity; Higher Education; Instruction; Instructional Effectiveness; Instructional Materials; *Learning Motivation; Multimedia Materials; Optical Data Disks; *Self Motivation; Users (Information)
IDENTIFIERS- *Information Strategies

Research on the motivational aspects of multimedia games may provide ways to design more engaging user information systems which increase users' exploratory and information-seeking behaviors. Two small-scale exploratory studies examined the effects of introducing information on the intrinsic motivation of users of a CD-ROM game. Results of the first study showed a negative relationship between age and both trait and state curiosity, and a negative relationship between tolerance for ambiguity and state curiosity. The first study showed a significant decrease in state curiosity after subjects received informational clues while the second study found that subjects who received informational help sheets had significantly greater curiosity. (Contains 44 references.) (Author)

ED 409 873 IR 018 462

Streibel, Michael J.
Information Technology, Community, Place, and Presence.
PUB DATE- 97
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; *Community; Electronic Libraries; Group Experience; *Human Relations; *Information

treatment and rehabilitation; veterinary technology; and vision care technology/opticianry. Each curriculum framework includes some or all of the following: program title, occupational area, grade level, length, certification awarded; major concepts/content covered in the course; laboratory activities; special notes; and intended outcomes. (MN)

ED 409 433   CE 074 352

Industrial Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 97
NOTE- 1796p.; Supersedes ED 361 580.
LANGUAGE- English
EDRS Price- MF15 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aviation Technology; Behavioral Objectives; Communications; *Competency Based Education; Construction (Process); Drafting; Electromechanical Technology; Electronic Equipment; Employment Qualifications; Engineering Technology; Evaluation Criteria; Job Skills; Machinists; Manufacturing; Postsecondary Education; Printing; Repair; Roofing; Secondary Education; *Service Occupations; State Curriculum Guides; *State Standards; Statewide Planning; Student Evaluation; Teaching Guides; *Trade and Industrial Education; Transportation; Welding
IDENTIFIERS- Florida

This document contains vocational education program course standards for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary and postsecondary level as part of the industrial education component in Florida. Curriculum frameworks are provided for 144 programs/clusters; representative topics are as follows: journalism; public works; aeronautical technology; air conditioning/refrigeration/heating; air traffic control; welding; architectural design; automotive technologies; aviation; barbering; barge and boat operation; biomedical equipment; blueprint reading and estimation; boatbuilding; building construction; carpentry; chemical technology; clock, watch, jewelry repair; commercial art; commercial fishing; commercial foods; commercial photography; computer technologies; consumer electronics; culinary management; diesel engine; drafting; drycleaning/laundering; drywall; electricity; electromechanical technology; electronics; engineering technology; film production; gasoline engines; glazing; graphic arts; grooming/salon services; heavy equipment; industrial cooperative education; industrial management technology; industrial machinery; plastics; instrumentation; land surveying; lasers; logistics systems; machining; manufacturing technology; marine mechanics; masonry; metal fabrication; microelectronics; mine safety; motorcycle service; multimedia; music production; occupational safety/health; office machines; optical; painting and decorating; photographic technology; pipe trade; plastering; metal fabrication; printing; pilots; quality assurance; radio and television broadcast programming; recreational vehicles; residential appliance and refrigeration repair; roofing; school bus driving; sheet metal; solar heating; space engineering; stationary energy; surveying/mapping; swimming pool maintenance; publications technology; telecommunications; television production; theater technology; tile setting; tractor/trailer body repair; upholstery/furniture refinishing; vending machine repair; and welding technology. Each curriculum framework includes some or

ED 409 450 CE 074 390

Adult Learning in Denmark.
PUB DATE- 97
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Students; Change Strategies; *Continuing Education; *Delivery Systems; Educational Change; Educational Counseling; Educational Improvement; Educational Objectives; Educational Opportunities; Educational Principles; Educational Technology; Educational Trends; Folk Schools; Foreign Countries; Global Approach; *Lifelong Learning; *Nonformal Education; Student Financial Aid
IDENTIFIERS- *Denmark; Folk High Schools

Each year, almost one-third of adults in Denmark participates in some kind of adult education activity. Danish cultural and educational tradition is based on Folkeoplysning, a process in which personal learning in all areas of life is transformed into both life competence and usable occupational abilities. Increasingly, developments in Denmark's adult education system are being influenced by internationalization and globalization. The Danish adult education and continuing training system is undergoing a process of radical reform designed to meet the education and training needs of individuals with low levels of educational attainment and workers needing to update existing qualifications or acquire new ones. The Danish system consists of a nonqualifying/nonformal component (delivered through university extramural departments, residential and nonresidential folk high schools, production schools, and special education and literacy courses for adults) and a qualifying education component (consisting of a general adult education system, courses for adult immigrants, labor market training, adult vocational education and training, and open education modules). Denmark has several support schemes for individuals participating in education: the Danish State Education Grant and Loan Scheme; leave benefits; education and training allowances for unemployed individuals and for participation in labor market training courses; unemployment benefits; and social cash benefits. Contains a 14-item list for further reading. (MN)

ED 409 451 CE 074 396

Unlock a Brighter Future. Adult Learning.
PUB DATE- 97
NOTE- 77p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Programs; Adult Students; Case Studies; *Continuing Education; *Counseling Services; Disabilities; Distance Education; *Educational Opportunities; Employment Patterns; *Employment Qualifications; Foreign Countries; Higher Education; Job Search Methods; Labor Force Development; Open Universities; Self Employment; Special Education; Special Needs Students; Student Financial Aid; Study Abroad; Technical Institutes; Two Year Colleges; Unemployment

states and territories. Chapter 6 covers creative ways of reducing educational expenses (getting credit for life experience by preparing a portfolio or testing for credit, pursuing an off-campus degree, and attending a community college first). Chapter 7 contains an annotated bibliography of 34 directories of sources of general financial aid and aid for specific subjects and special population groups. (MN)

ED 409 469   CE 074 431

Palmieri, Pheobe
Technology in Education...Do We Need It?
PUB DATE- Jun 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Access to Education; Adult Education; Adult Educators; *Distance Education; Educational Needs; *Educational Technology; Foreign Countries; Futures (of Society); *Inservice Teacher Education; *Professional Development; Teaching Methods

Technology is the subject of so much attention in education today, first, because of its prevalence; second, because it promises to provide education at lower cost; and third, because technology can help some people to participate more easily in education, to learn more effectively, and to enjoy learning more. Although there are problems connected with using technology in adult education, such as lack of skills in using technology and lack of access for those without adequate finances to acquire it, technology will continue to be important in education because it will allow learners to access knowledge in their homes, in their workplaces, at times they want to learn. For adult educators, the advent of technology means less lecturing and information imparting as learners acquire more information from outside sources. Teachers will need to advise learners about how to search for information and how to assess the quality of the information they find, and to encourage learners to collaborate in learning. Teachers need skills to select the most suitable delivery methods and technologies for their students and they need the technical skills to operate their chosen technologies. Professional development and technical support are needed. (KC)

ED 409 470   CE 074 439

Green, Kevin
Internet Resources for Adult Educators.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- May 97
NOTE- 29p.; A publication of Building Professional Development Partnerships for Adult Education Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; Educational Research; *Educational Resources; English (Second Language); Family Programs; Federal Government; Information Dissemination; *Internet; *Literacy Education; On the Job Training; Online Systems; Professional Development; Technology Education; Workplace Literacy; World Wide Web

Spalter-Roth, Roberta M.
The Working Women Count Honor Roll Report. What Works! A Selection of Programs and Policies That Make Work Better.
PUB DATE- 96
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Employed Women; Employee Attitudes; *Family Work Relationship; Fringe Benefits; Job Satisfaction; Models; *On the Job Training; Organizational Climate; Personnel Policy; Program Development; Program Implementation; Salaries; Sex Discrimination; *Sex Fairness; *Wages; *Work Environment

This report describes the programs of 440 organizations that constitute the "First Honor Roll Class" by virtue of having initiated innovative and effective programs and policies to improve the lives of working women. The models described in the report represent a cross-section of the Honor Roll. These programs and initiatives are divided into four categories: improving pay and provide health and pension benefits; promoting a family-friendly workplace; valuing women by preventing discrimination and providing training and career advancement; and having multiple goals. Following an introduction and description of the Honor Roll program, the report is divided into three sections that address the three main areas of concern that the models address. The section on pay and benefits reports that women believed pay and benefits should result in economic security and that improving pay scales and health insurance were two of their top priorities for workplace change. The section on balancing work and family reports that women felt finding affordable child care remained a problem and that paid sick leave, vacation time, and family leave were insufficient to meet family needs. The section on respect and opportunity on the job reports women said they experienced discrimination and wanted more on-the-job training and a greater change for career advancement. Appendix I presents more models in each category. Appendix II lists all members of the "First Honor Roll Class" and Partners for Change. Address, contact name/number, organization type, and program name are provided. (YLB)

ED 409 489 CE 074 510

Johann, Bernard
Designing Cross-Functional Business Processes. The Jossey-Bass Management Series. From Training to Performance in the Twenty-First Century. Set 2, Redesigning Work Processes.
PUB DATE- 95
NOTE- 229p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Business; *Design; Improvement Programs; *Organizational Change; *Organizational Development; *Organizational Effectiveness; Performance; Performance Technology; *Planning; Productivity; Self Evaluation (Groups)

This guide offers a comprehensive set of practical tools to lead novice and veteran practitioners through the complexities of business process redesign. This hands-on kit integrates systems

Junior High School Students; Junior High Schools; Middle Schools; *School Security; *Student Adjustment; *Student Attitudes; Student Behavior; Student School Relationship; *Violence
IDENTIFIERS- *Middle School Students; Victimization

Although school violence is an important topic to the U.S. public, little research has examined issues of violence and bad behavior in schools, particularly among early adolescents. To fill this need, research on the transition from elementary to middle grades, to include the domain of violence, is covered in this paper. Three aspects of violence are defined: victimization at school, getting into trouble for bad behavior at school, and perceptions of school as having serious problems. Special emphasis was placed on studying predictors of violence during early adolescence. Drawing on data from a national educational longitudinal study, it was found that students reported being victimized and perceived their school as having serious problems more often in school when the transitions from elementary to the current eighth-grade school occurred during early adolescence. Students who made the transition into their current eighth-grade school during grades 3, 4, or 5 were less likely to report being victimized and were less likely to report perceiving their schools as dangerous or as having problems when compared to other students. It is thought that schools with certain grade structures tend to engage in practices that are incompatible with the developmental needs of early adolescents. Contains approximately 70 references. (RJM)

ED 409 507 CG 027 845

Smith, Terry Jo
Storying Moral Dimensions of Disordering: Teacher Inquiry into the Social Construction of Severe Emotional Disturbance.
PUB DATE- Mar 97
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Autobiographies; Behavior Disorders; Elementary School Students; Elementary Secondary Education; *Emotional Disturbances; Intermediate Grades; *Intervention; Junior High School Students; Junior High Schools; Middle Schools; *Special Needs Students; *Story Telling; *Student Personnel Services
IDENTIFIERS- *Behavior Management; Middle School Students; *Social Construction

Stories can have powerful effects on others. An autobiographical account of a behavior specialist's supposed descent into a severe emotional disturbance (SED) is presented here. Written as a narrative, the story opens with a description of what it is like to think differently from everyone else. It is conjectured that either the years spent by the author teaching emotionally disturbed children changed her and she began to see the world as her students saw it, or, that she somehow caught the SED "disease" from her students. The accompanying freedom from going "crazy" is described through analysis and through case studies. The narrative begins with the first day of school and the author's new job as a behavior specialist for SED children in a rural middle school. The insanity of job expectations and of the reactions of those around her are graders. The targeted population consisted of second and fifth graders in a middle class suburban community west of a large midwestern city. The problems of poor word attack skills and reading comprehension were documented by poor reading test scores and teachers' surveys. Probable causes as indicated by teachers' surveys include concerns related to large class size, which limits the attention teachers can give to oral reading and verbal rephrasing. Based on a review of solution strategies by knowledgeable others, combined with an analysis of the problem setting, resulted in the formation of a cross-age tutoring program that focused on one-to-one tutoring. Using the program, the targeted group received more individual attention in the areas of phonics, read alouds, and verbal interaction. The intervention of one-to-one cross-age tutoring using the strategies of promoting, predicting, repeated readings, and verbalizing was successful as evidenced by assessments, surveys, and teacher observations. (Contains 43 references and 5 tables of data; appendixes contain survey instruments, letters to parents, and lesson plans.) (Author/RS)

ED 409 527   CS 012 828

Tompkins, Gail E.
Literacy for the Twenty-First Century: A Balanced Approach.
PUB DATE- 97
NOTE- 552p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conventional Instruction; Elementary Education; Higher Education; Holistic Approach; *Instructional Effectiveness; *Language Arts; *Literacy; *Preservice Teacher Education; *Reading Instruction; Reading Teachers; Reading Writing Relationship; Teaching Guides; Textbooks; *Writing Instruction; Writing Teachers

Intended as a comprehensive textbook for preservice teachers, this book aims to present a thoughtful, balanced approach to the teaching of reading and writing, incorporating the best of both traditional and holistic practices. It incorporates the teaching of both skills and strategies within a literature-based reading perspective, and is intended to show beginning teachers how to teach reading and writing effectively, how to create a classroom climate where literacy flourishes, and how to empower the diverse array of students in today's classrooms. The book is organized into 4 sections and 12 chapters, as follows. Part 1, "What is Literacy?", contains chapters on becoming an effective teacher of reading and on building and maintaining an active partnership among students, teachers, and parents. Part 2 examines the question "How do readers and writers construct meaning?" Its 4 chapters focus on teaching the basic components of reading and writing: graphophonics, skills and strategies, word identification, vocabulary, and the structure of text. Answering the question "How do teachers organize literacy instruction?" is the focus of the 6 chapters in the third section of the book. This section deals with reading and writing processes, literature focus units, reading and writing workshop, working with emergent readers and writers, reading and writing across the curriculum, and assessing students' literacy development. Part 4 is a comprehensive review of 36 instructional procedures used in literature-based reading classrooms. Appendixes list award-winning books for children, and resources about authors and reading instruction and related lesson plans and class activities. Sections of the handbook discuss readiness, word recognition, developing vocabulary skills, reading in the content area, and reading comprehension. The handbook also offers brief biographies on Emmett Betts, Guy Bond, Theodore Clymer, Edward Dolch, Roger Farr, Arthur Gates, Kenneth Goodman, William S. Gray, Jr., Albert Josiah Harris, John Pikulski, and Romalda Spalding. Appendixes offer the Dolch Basic Sight Word List; a readability graph; advice for parents on reading with their children; advice for teachers on having a better "Book Week"; and a list of 13 tests and 7 professional reading materials for reading consultants. (RS)

ED 409 548 CS 012 875

Rupley, William H.; And Others
Contributions of Phonemic Knowledge, Prior Knowledge, and Listening Comprehension to Elementary-Age Children's Reading Comprehension.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading (2nd, San Francisco, CA, April 21-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Developmental Stages; Elementary Education; *Listening Comprehension; *Prior Learning; *Reading Comprehension; Reading Research
IDENTIFIERS- Kaufman Assessment Battery for Children

A study investigated the contributions of phonemic knowledge, prior knowledge, and listening comprehension to the reading comprehension of elementary age children. Three theoretical perspectives were followed aiming to specify developmental characteristics of these variables to reading comprehension: (1) contributions of prior knowledge should remain fairly stable across all age levels; (2) contributions of phonemic knowledge should account for the largest portion of the variance at beginning reading levels (ages 6-7) and decrease to significantly smaller amounts at higher reading levels (ages 10-12); and (3) listening comprehension contributions should increase across the 3 reading levels and rival the contributions of prior knowledge at the highest reading level. Subjects were 1200 children ages 8 to 12 years who were the normative sample of the Kaufman Assessment Battery for Children. Findings provide support for developmental shifts for phonemic knowledge as predicted. However, the contribution of prior knowledge diminished from 35-47% at the younger ages to approximately 3% of the variance at age level 10-12; while listening comprehension increased dramatically across the age levels, going from 6% at age levels 6-7 to 60% at age levels 10-12. (Contains 14 references and a table of data.) (Author/RS)

ED 409 549 CS 012 876

Rupley, William H.; And Others
Exploration of the Components of Children's Reading Comprehension Using Rauding Theory.
PUB DATE- Apr 96
NOTE- 29p.; Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading (3rd, New York, NY, April 1996).
LANGUAGE- English

ED 409 567 CS 215 906

Marino, Carrie A.
The Student Returns: Challenges of the Returning Student.
PUB DATE- Mar 97
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Educational Trends; Freshman Composition; Higher Education; *Nontraditional Students; *Reentry Students; *Student Characteristics; Student College Relationship; Teacher Student Relationship; Textbook Content
IDENTIFIERS- *Educational Issues; Faculty Attitudes

According to a 1994 analysis of returning students, as many as 43% of all college students are currently over the age of 24. This influx of returning students demands a new look at existing pedagogical practices. The changing demographics of the classroom turn age and life experience into a consideration for pedagogy alongside race, class, and gender. A significant number of returning or first-time registrants are as old or older than the faculty with whom they come to study. One way of recognizing returning students as sites of critical difference lies in the use of a pedagogical tool--the textbook. Textbooks often address the classroom as a homogeneous group and employ language sensitive to age and gender issues, but fail to take into account age differences. Several forthcoming composition textbooks, however, appear promising for use with returning students. Demands placed on students seem magnified for returning students who, because of existing family, work, and employer commitments, need to balance their time and personal resources. Even as returning students must adapt to the requirements of the academy, the academy must adapt to the needs of the significant number of returning students. (Contains seven references.) (CR)

ED 409 568 CS 215 907

Allen, John
Writing and Social Justice: Analyzing Representations of Homelessness in Rhetoric and Composition Courses.
PUB DATE- Mar 97
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Higher Education; *Homeless People; *Instructional Innovation; Rhetoric; *Rhetorical Criticism; Stereotypes; Student Reaction; Writing Instruction
IDENTIFIERS- *Analytical Writing; *Public Discourse; Rhetorical Structure; Social Justice; Text Factors; University of Wisconsin Milwaukee

Although the topic of homelessness receives a great deal of attention in journalism and throughout popular culture, the discourse of homelessness remains largely unexamined and

Communication; *Cooperative Learning; *English Instruction; Higher Education; *Independent Study; Instructional Innovation; Interdisciplinary Approach; Secondary Education; Student Research; Writing Assignments
IDENTIFIERS- *Computer Assisted Writing; ERIC Digests; *Technology Integration

Arguing that whenever new technology is adopted, instructors should always consider the purpose of promoting study. This Digest offers suggestions about using the computer as a study and learning aid. The Digest first discusses independent study, collaborative study, and interdisciplinary work with the help of the computer. The Digest then considers how in English instruction, the computer can add to mass media studies--students can read electronic newspapers, look at research reports on the Internet, and take quizzes with immediate answers. In addition, the computer can strengthen writing itself by allowing almost instantaneous revision with a word processor. The instructor may integrate the computer into a course gradually so that students can first acquire the basic computer skills, proceed to mini-research assignments on the school computer network, then continue with active correspondence on e-mail, and finally, attempt a collaborative project with a correspondent. Used judiciously, the computer offers bonuses for research, collaboration, and experimentation. (NKA)

ED 409 586 CS 215 936

Linse, Caroline T.
The Treasured Mailbox: How To Use Authentic Correspondence with Children, K-6.
PUB DATE- 97
NOTE- 140p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Writing; Classroom Techniques; Creative Expression; Elementary Education; Instructional Innovation; Interpersonal Communication; *Letters (Correspondence); Student Motivation; *Student Participation; Student Projects; Writing (Composition); Writing Instruction; *Writing Processes; *Writing Skills
IDENTIFIERS- Pen Pals

Intended to help teachers of grades K-6 develop students' writing skills, this book contains easy-to-follow instructions for creating many fun types of correspondence, such as pop-up and scratch-and-sniff cards. The book is filled with lists of useful resources, including ways to find pen pals, an annotated bibliography of children's books that revolve around correspondence, and the steps in setting up a correspondence writing center. The activities in the book give children: experiences with different writing styles and practice with the steps of the writing process; opportunities to write in a meaningful way; chances to blend visual and verbal images through merging art and writing; and interesting ways to publish correspondence. (CR)

ED 409 587 CS 215 937

Fuller, Cheri
Teaching Your Child To Write: How Parents Can Encourage Writing Skills--for Success in School, Work, and Life.
PUB DATE- 97

Lashway, Larry
Measuring Leadership Potential. ERIC Digest, Number 115.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Evaluation; Administrator Qualifications; Administrator Selection; *Educational Administration; Elementary Secondary Education; *Evaluation Utilization; Formative Evaluation; *Leadership Qualities; Measurement Techniques
IDENTIFIERS- ERIC Digests

Today there are dozens of instruments that claim to measure leadership capacities. Although every instrument has limitations and must be used carefully, the tests can be used to identify leadership potential. This digest summarizes the reasons for using formal assessments, the attributes measured by such tests, the ways in which leadership potential is measured, and the limits of formal assessment. It is recommended that school district personnel make sure that the test closely matches the demands of the position; determine whether the test satisfies basic statistical criteria such as validity and reliability; and carefully interpret test results. (LMI)

ED 409 606 EA 028 437

Marsh, David D.
School Reform and Decentralization in the United States: The National Alliance Experience.
PUB DATE- Mar 97
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Decentralization; Elementary Secondary Education; Performance; *School Districts; *School Restructuring; *State Action; *State Standards

In the past 2 decades, the United States has had a more troubled experience in establishing common standards and decentralized authority than comparable school systems in other cultures. This paper describes how the National Center for Education and Economy (NCEE) has been working through the National Alliance (NA) for Restructuring Education to create standards-based systems that support high student performance. The NA approach to systemic reform has been implemented in four major states (Arkansas, Kentucky, Vermont, and Washington) and in five school districts. The paper summarizes outcomes of NA systemic reform at the state, district, and site levels. The findings show that common, systemic, real performance standards aligned with assessment and accountability are essential. The NA experience demonstrates that: (1) Student performance standards must be real; (2) the concept of student performance standards alone is insufficient; (3) viable student performance standards do not get invented from the bottom-up; (4) a single set of student performance standards helps to focus efforts; (5) combined student and school accountability enhances student plans, integrated strategies, supportive policies and practices, and resource leverage. This paper presents findings of a study that assessed how well the Venture Capital schools' report plans aligned with the elements for success and the schools' progress toward the initiatives. Findings are based on results of a 1996 survey of approximately 8,400 staff and planning team members from 510 of the 561 Venture Capital schools in operation. The findings suggest that the Venture Capital initiative has met with mixed success to date. Principals and teachers were highly involved in developing improvements; however, the respondents revealed that they assigned low priority to aligning school plans with the nine Venture Capital criteria. Although some sites were beginning to realize a measure of success, principals and teachers had not been prepared to assume leadership roles required of them. Planning team and staff members need the support of infrastructure, technology, and skilled professionals to help them understand and apply the nine elements to their reform efforts. Eight figures are included. (LMI)

ED 409 626   EA 028 481

Henderson, James E.; Brookhart, Susan M.
Service Learning for Aspiring School Leaders: An Exploratory Study.
PUB DATE- Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Altruism; Doctoral Programs; Elementary Secondary Education; *Experiential Learning; Higher Education; *Leadership Training; Prosocial Behavior; *Public Service; *Service Learning; Volunteer Training

Service learning has been shown to enhance elementary, secondary, and undergraduate college students' intellectual and prosocial behavior, cognitive learning, socialization, citizenship, self-esteem, mentoring ability, attitudes toward diverse communities, and job placement and development. This paper presents findings of a study that examined the effects and extent of aspiring administrators' involvement in a service-learning practicum. Thirty-five students in an educational leadership doctoral program completed a service-learning experience as a requirement of the program and reported on the dates, location, and description of the practicum, appropriate number of hours served, estimated number of people expected to benefit, both directly and indirectly, anticipated benefits to the organization and its clients, benefits the participants derived from the experience, and problems or difficulties encountered. The findings suggest that participation may enhance aspiring school leaders' attitude toward service learning, enable them to assess the benefits of service learning to the organizations and individuals served, and permit future administrators to understand the problems inherent in such programs. The most frequently encountered barriers included time and client resistance. One table is included. (Contains 36 references.) (LMI)

ED 409 627   EA 028 482

Haenn, Joseph F.

evolutionary assumptions of pragmatist philosophers such as William James. If one adopted a more Darwinian kind of view, as William James did, then one might see humans as busily engaged in trying to create better lives in an uncertain and changing world. Rather than taking things as given, as defined by a set of rules, or assuming that one must rebel against all such rules, people then can use different sets of rules to aid their own adaptation. In short, if theorizing is viewed as a tool for change, people may not be so prone to modern passivity or postmodern powerlessness. (Contains 15 references.) (LMI)

ED 409 646   EA 028 510

Luisoni, Pierre
What Secondary Education for a Changing Europe? Trends, Challenges and Prospects. Report of the Final Conference of the project "A Secondary Education for Europe," (Strasbourg, France, December 2-5, 1996).
PUB DATE- 97
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Cooperation; Educational Objectives; *Educational Policy; Foreign Countries; *International Cooperation; *International Education; International Programs; Policy Formation; Role of Education; *Secondary Education
IDENTIFIERS- *Council for Cultural Cooperation (France); *Europe

The final conference of the Council for Cultural Co-operation's project, "A Secondary Education for Europe," was held in Strasbourg, France, in December 1996. The conference was entitled "What Secondary Education for a Changing Europe?" and was attended by approximately 140 participants from European countries. The project sought to: (1) develop a model that would give young people the knowledge, competencies, and attitudes that they will need to meet the major challenges of European society; (2) prepare young people for higher education and for mobility, work, and daily life in a democratic, multilingual and multicultural Europe; and (3) make young people aware of their common cultural heritage and their shared responsibilities as Europeans. Although the project is a long way from describing a European model for secondary education, important markers have been delineated: quality for all, effectiveness and efficiency, democratic management, the European dimension, and citizenship. Appendices contain speeches by Gabor Halasz and by Jean Michel Leclercq, a presentation of the project activities during 1991-96, the conference program, and a list of participants. (LMI)

ED 409 647   EA 028 511

Nettles, Michael T.
American Educational Reform and the Catholic High School: Standards, Assessment, Achievement.
PUB DATE- Mar 97
NOTE- 10p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (94th, Minneapolis, MN, April 1-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Catholic

outcomes in Vermont programs for children and families. (DB)

ED 409 666 EC 305 708

Livingston, Sue
Rethinking the Education of Deaf Students: Theory and Practice from a Teacher's Perspective.
PUB DATE- 97
NOTE- 180p.; Foreword by James E. Tucker.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Sign Language; *Deafness; *Educational Philosophy; Educational Principles; Elementary Secondary Education; Language Acquisition; *Reading Instruction; Teaching Methods; *Writing Instruction

This book asserts that deaf students should be treated no differently from non-deaf students and that American Sign Language (ASL) and English can coexist in the classroom, embedded in the content being taught. It stresses that language acquisition, whether oral or manual, as well as the learning of reading and writing or subject content, are all motivated by meaning and urges the full use of ASL. The book explains the theory behind this approach, describes field-tested teaching strategies, and offers many examples of students' work and lesson plans. Chapter 1 considers what has gone wrong in the education of deaf students and why. Chapter 2 is on developing competency in ASL as a first language through natural meaning-based communication activities. Chapter 3, on reading, discusses reading aloud, interpreting text into ASL to facilitate comprehension, and reading assessment. The fourth chapter discusses facilitative contexts for the teaching of writing, writing assessment, and dialogue journals. The fifth chapter offers strategies for integrating signing, reading, and writing into the subject areas. The concluding chapter describes the evolution of this teaching methodology. Appendices list suggested books for young beginning readers, older beginning readers and adult inexperienced readers, and also provide lists of wordless picture books, and model essays and collections for teaching writing. (Contains approximately 275 references.) (DB)

ED 409 667 EC 305 709

Increasing Literacy Levels: Final Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 97
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); Assistive Devices (for Disabled); *Blindness; *Braille; Employment Level; *Literacy; *Low Vision Aids; Meta Analysis; Reading Instruction; Technological Advancement; *Visual Impairments
IDENTIFIERS- *Choice Behavior

This document presents reports of three projects to identify and

(Juliet A. Baxter and Deborah K. Olson). (Contains references.) (Author/LC)

ED 409 684 EC 305 730

Jorgensen, Cheryl M.; And Others
Curriculum and Its Impact on Inclusion and the Achievement of Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- JUL 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; *Curriculum Development; *Disabilities; *Educational Change; High Schools; *Inclusive Schools; Individual Differences; Individualized Instruction; Instructional Development; Mainstreaming; Social Studies; State Standards; Units of Study
IDENTIFIERS- *Coalition of Essential Schools; Reform Efforts

This report analyzes how curriculum, especially current standards-based reform efforts relating to curriculum, are impacting students with disabilities in inclusive settings. Curriculum is defined as both the content and methods a teacher uses to plan and conduct a class. The issue brief contrasts two different high school social studies programs to illustrate the use of either a differentiated curriculum for different types of students in different classes or a single, but broadened, curriculum designed to work with a wide range of students. It notes the approach developed by the Coalition of Essential Schools, which has identified "Essential Questions" that all students can address in various ways. Typical learning experiences of students under this approach are summarized, from the gifted level to those with severe disabilities. Beliefs that foster inclusive curriculum are identified and the following eight curricular elements that challenge and support all students are discussed: (1) a central unit, problem, or question; (2) a unit "grabber" or kick-off activity; (3) learning experiences that link; (4) richly detailed source material; (5) varied learning formats; (6) multiple assessments; (7) various modes of expression; and (8) culminating projects. The report concludes with suggested district level or state level questions when developing curriculum standards to maximize access and achievement for all students. (Contains 12 references.) (DB)

ED 409 685 EC 305 731

Arkansas Rehabilitation Research & Training Center on Enhancing Employability of People with Disabilities. Annual Report Number Thirty-Two.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 106p.; For the previous year's report, see ED 397 582.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Employment Potential; Employment Programs; Federal Programs; Information Dissemination; Job Training; Outreach Programs; Program Effectiveness; Program Implementation; *Research and Development; Research Projects;

Directories/Catalogs (132)
DESCRIPTORS- Computer Assisted Instruction; *Computer Networks; Educational Resources; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Information Networks; *Instructional Materials; Internet; Lesson Plans; Second Language Instruction; *World Wide Web

This article discusses briefly the use of the Internet and World Wide Web as sources of information for teaching English as a second or foreign language (ESL/EFL), describes a directory of related World Wide Web resources, outlines some suggested uses of the resources, and presents the directory. Citations are presented in seven sections: general resources; lesson plans; teaching materials; student projects; reference materials for lessons; computer assisted language learning; and papers, articles, and essays for teachers. Web addresses are given for each item. (MSE)

ED 409 703   FL 024 575

Orr, Thomas
Writing Instruction for the Computer Sciences.
PUB DATE- 12 Mar 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Science; Course Content; Course Descriptions; Discourse Analysis; Educational Needs; *English for Special Purposes; *English (Second Language); Foreign Countries; Grammar; *Language Patterns; Teaching Guides; *Technical Writing; Vocabulary; *Writing Instruction

This paper examines patterns of English discourse related to computer science and makes suggestions for the design and content of a technical writing course in English as a Second Language for computer specialists. An introductory section provides background information on computer science education and two professional associations with which computer science students, professionals, and teachers of English for Special Purposes (ESP) for computer science should be familiar. Subsequent sections outline: (1) results of research on the types of writing found in computer science and examples of vocabulary common in the field (specialized, non-specialized, high-frequency general English, and high-frequency or problematic grammatical features), and (2) recommended language-related course content and other course or program features, including tutorial and editing services, opportunities for collaboration and authentic writing experience, testing, and faculty development. Contains four references. (MSE)

ED 409 704   FL 024 589

Rosanova, M. J.
Early Childhood Bilingualism in the Montessori Children's House: Guessable Context and the Planned Environment.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education Programs; Classroom Techniques; Early Childhood Education; *Educational Environment;

relationships between grammar and communicative function; and likelihood of sustained textual coherence. An excerpt from an interview with John Lennon is presented as an example of a text offering students a variety of interpretive challenges that hinge on rhetorical and cohesion devices. Pragmatic and semantic elements in the text are discussed, and four exercises exploiting the instructional potential of the dialogue are outlined and their instructional values explored. The first is a series of comprehension questions hinging on inferences and conceptual links. The second requires students to rewrite the content of the excerpt in their own words and restructure it as a paragraph. The third exercise requires students to think about use of elliptical forms and lexical contractions, and the fourth focuses on the differences between fact and opinion and on the cultural nature of opinion. Contains 10 references. (MSE)

ED 409 724   FL 024 656

LoCastro, Virginia; Masuko, Mayumi
Plagiarism and Academic Writing of NNS Learners.
PUB DATE- Mar 97
NOTE- 33p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *English for Academic Purposes; *English (Second Language); Essays; Foreign Countries; Higher Education; Interviews; Japanese; *Plagiarism; *Student Attitudes; Surveys; Technical Writing; *Writing (Composition); Writing Exercises
IDENTIFIERS- Japanese People

A study investigated attitudes toward and practices of plagiarism of Japanese college students writing in English. Data were drawn from two senior theses written in English and two in Japanese, 30 other student academic papers, interviews with students, and a questionnaire administered to 46 undergraduate and graduate students. In both Japanese-language and English-language senior theses, unattributed quotations or paraphrases were common, in some cases comprising more of the paper than the student's own work. Over half the additional student essays examined had large quantities of plagiarism, sometimes with the body of the paper copied entirely from an original article. Overall, it was found that sources were given only, and not consistently, when quoting directly. No reporting verbs or attribution were used when paraphrasing, original texts were reworked with tell-tale "mistakes" added, and first and final paragraphs were generally the student's. In interviews, students cited lack of time as reason for plagiarizing, or initially denied plagiarism. Questionnaire responses indicate rationalization about plagiarizing, with some blame placed on teachers. Sample writing and student responses are included. Features of the Japanese academic context that are problematic for English writing instruction are examined briefly, and implications for teachers are discussed. Contains 22 references. (MSE)

ED 409 725   FL 024 657

Kocoglu, Zeynep
The Role of Gender on Communication Strategy Use.
PUB DATE- Mar 97

ED 409 744 FL 024 846

Chao, Theresa Hsu
Chinese Heritage Community Language Schools in the United States. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- After School Programs; *Chinese; *Community Programs; Educational Trends; Financial Support; *Heritage Education; High Schools; Language Tests; *Mandarin Chinese; Parent Participation; Program Administration; Program Design; Second Language Learning; *Second Language Programs; Standardized Tests; Student Placement; Summer Programs; Teacher Characteristics; Testing; Transfer Policy; Trend Analysis; Volunteers; Weekend Programs
IDENTIFIERS- ERIC Digests; Scholastic Assessment Tests; United States

Approximately 83,000 students are taking Chinese language instruction in 634 Chinese heritage community language schools in the United States. These schools date to 1848 and serve immigrant groups wishing to preserve their heritage and promote children's ethnic identity. Both for-profit and non-profit Chinese language schools exist, the former mostly serving young children and the latter generally operated by parent volunteers and affiliated with ethnic or religious organizations. Some have partially-compensated teachers. Nonprofit schools operate only on weekends or after regular school hours, with funding from tuition and fund-raising. Differences in age, family background, and language competence make student placement difficult. Classes are organized variously as Mandarin Chinese-only, Mandarin as a second language, and Chinese language high school credit classes. Weekend, after-school, and summer programs are offered. Mandarin Chinese language and Chinese culture dominate the curriculum, using instructional materials published in Taiwan or the People's Republic of China. Since 1900 these schools have operated successfully outside the public school system, but links are developing. Some high schools grant credit to students taking classes in the Chinese language schools. In 1994 the Scholastic Assessment Test II in Chinese was introduced. (MSE)

ED 409 745 FL 801 171

Hart, Doug; Cumming, Alister
A Follow-Up Study of People in Ontario Completing Level 3 of the Language Instruction for Newcomers to Canada (LINC) Program. Report to the Ontario Region LINC Advisory Committee.
PUB DATE- Jan 97
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; Adult Education; Arabic; Chinese; Educational Background; Employment Patterns; *English (Second Language); Followup Studies; Foreign Countries; *Immigrants; Interviews; *Language Role; Language Usage; *Limited English Speaking; Literacy; *Literacy Education; Polish; Program

PUB DATE- 1 May 92
NOTE- 14p.; Paper presented at the Spring Conference of the National Association of Foreign Student Advisors (Honolulu, HI, May 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Cultural Awareness; Educational Attitudes; Elementary Secondary Education; Exchange Programs; Foreign Countries; Foreign Student Advisers; *Foreign Students; *Global Education; Higher Education; *Institutional Role; *International Educational Exchange
IDENTIFIERS- East West Center HI; Japan; United States

This paper discusses trends in global education and the role of international students in American universities. It reviews trends leading to greater global understanding, such as increased foreign travel and the rise of a transnational economy, and outlines the importance of global education in a rapidly shrinking world. The paper goes on to discuss the importance of infusing global awareness in elementary, secondary, and postsecondary schools, noting the work of the East-West Center's Consortium for Teaching Asia and the Pacific in the Schools in Hawaii. It reviews the activities of Chaminade University in Honolulu, Hawaii, in promoting foreign travel and study in Japan by students and faculty, along with the author's own experiences as a foreign student in England and Japan. The paper then discusses the need to integrate international students into the campus and community, make sure that international student advisors do not become the sole point of contact with the university for international students, and the need to treat each international student as an individual. International student advisors must promote awareness and implement training for faculty and staff regarding issues affecting international students. (MDM)

ED 409 764 HE 030 238

Keith, Kent M.
Servant Leadership.
PUB DATE- 3 Oct 94
NOTE- 19p.; Paper presented at the Meeting of the Social Science Association (Honolulu, HI, October 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Church Related Colleges; *Ethics; Higher Education; *Leadership; *Leadership Qualities; *Leadership Training; Moral Values; Religion; Service Learning; Student Leadership; Universities

This paper discusses the development of Chaminade University in Honolulu, Hawaii, and the concept of servant leadership that is stressed by the university. Chaminade University was founded in 1955 by the Society of Mary, a Catholic organization started by Father William Joseph Chaminade in 1817. One of the major purposes of the Society of Mary is to educate leaders, and both the society and the university emphasize the concept of servant leadership in the educational programs. Servant leadership is based on love and caring for all fellow beings and the desire to help them, not the accumulation of power or prestige. Servant leaders are focused on helping others and on helping

This document provides information on student charges at public 4-year colleges and universities in the United States for the academic year 1996-97. A narrative section of the report discusses: what is included in the cost of college, the most recent cost figures for public institutions, average costs for American Association of State Colleges and Institutions (AASCU) and for National Association of State Universities and Land-Grant Colleges (NASULGC), whether state appropriations have kept pace with the cost of education, the economic benefits of higher education, how families meet college costs, the reasons for tuition increases, and what colleges and universities are doing to keep costs down. Five tables provided data that cover student charges for 1995-96 and 1996-97; tuition and fees for resident undergraduate students; and characteristics of full-time undergraduate, graduate, and first-professional students receiving student aid. Six figures illustrate change in average tuition and fees; share of revenue from state appropriations and tuition and fees; state appropriations per full-time equivalent student; median annual income of workers by level of school completed and gender (1994); sources of student aid funds; and changes in the type of student aid awarded. Two appendixes list undergraduate student charges at AASCU and NASULGC institutions. (CH)

ED 409 783 HE 030 293

Johnston, Pari, Ed.
Guide to International Studies at Canadian Universities = Guide pour les etudes internationales aux universites Canadiennes.
PUB DATE- 93
NOTE- 221p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Area Studies; Canada Natives; *Canadian Studies; *Comparative Education; Environmental Education; Exchange Programs; Foreign Countries; French Canadians; Higher Education; International Educational Exchange; International Law; International Programs; International Relations; *International Studies; *Minority Groups; Multilingual Materials; Rural Development; Student Exchange Programs; Urban Planning; Urban Studies
IDENTIFIERS- *Canada; Native Studies

Included in this guide is a list of 65 Canadian universities and colleges offering programs in international and Native studies. Programs encompass area studies, international development, international relations, international business, international law, international agriculture, and international and comparative education. Also included are certain programs in Native studies, environmental studies, and urban and rural planning. The guide is organized in two parts. The first, by institution, in alphabetical order, lists the program name and degree offered and provides a brief description of the program and the contact person or department. The second part is organized by program. Listings are written in the principal language of instruction. (CH)

ED 409 784 HE 030 294

Pitter, Gita Wijesinghe; And Others
Licensure Examination Results as Outcome Indicators: Issues and Challenges.
PUB DATE- 97

This report examines the four program activities that account for two-thirds of delinquent debt owed to the Federal government: the Department of Education's Federal Family Education Loan Program (FFELP) with $20 billion and the housing programs of the Departments of Housing and Urban Development (HUD), Veterans Affairs (VA), and Agriculture that total another $5 billion. Agency efforts to collect on delinquent debts were assessed and enhancements were identified to improve collections. The data collection period covered October 1995 through March 1997. Amounts of reported delinquencies for the four agencies changed with the largest increase being related to the FFELP which grew from $14 billion in 1992 to $20 billion in fiscal year 1995. Defaulted guaranteed education loans represented over half of the reported credit program delinquencies and about 40 percent of the federal government's total delinquent nontax debt. It was found that education debts are more difficult to collect than other types of federal loans because they are unsecured; delinquent cases are not referred until after initial collection, usually a 4-year period; and it is more difficult to locate highly transient borrowers. Summaries are appended that describe loan programs, efforts to improve debt collection, applicable laws, and amount of debt by agency. (JLS)

ED 409 802   HE 030 332

Kanter, Sandra L.; And Others
Revitalizing General Education in a Time of Scarcity. A Navigational Chart for Administrators and Faculty.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 97
NOTE- 189p.; This book is an outcome of the General Education Implementation Project. Foreword by Frederick Rudolph.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; College Faculty; *Educational Administration; *Educational Change; Educational Finance; Educational Quality; *General Education; Higher Education; Politics of Education; Questionnaires
IDENTIFIERS- *Reform Efforts

This book is an outcome of a project examining how colleges and universities have instituted and carried out changes in their general education programs. The study involved a telephone survey and campus visits. The colleges and universities in the interview sample (N=71) ranged from large regional institutions offering undergraduate and graduate degrees to small local institutions offering only undergraduate degrees. Campus visits were made to 12 institutions. The results indicate that the curriculum change process must be open and collaborative to ensure that faculty will feel commitment to the outcome. Administrators cannot carry out general education programs without faculty, and an open process helps to motivate faculty and encourages both administrators and staff to join in support. Campuses that were successful in reform efforts had several common characteristics: they expected conflict and were willing to compromise; they encouraged an open design process; they prepared for implementation, recruited qualified teachers; they provided professional development activities; they offered rewards and incentives for faculty; they provided adequate resources; and they prepared for program evaluation. Appendices provide detail on methodology, list the institutions surveyed and visited, and include the telephone survey protocol and

Theories; Empowerment; Ethnography; Group Structure; Higher Education; Nontraditional Education; Participative Decision Making; Personal Narratives; Power Structure; *Relevance (Education); *Student Attitudes; Teacher Attitudes; Teacher Expectations of Students; *Teacher Student Relationship; Teaching Conditions; Undergraduate Students; Urban Education

This personal report of classroom experiences at an urban commuter college relates the experiences of a teacher and a group of working-class students studying the book "Utopia," which is also the metaphor for the hoped-for learning experience. The book, illustrated by excerpts from student-submitted work, shows how pedagogical theory leads to unanticipated student demands for which the teacher is initially unprepared. It explains how, entering the classroom on the first day, students exile themselves in a kind of "Siberian syndrome," filling the last rows of seats first. When the teacher attempts to build a pedagogy based on shared power and democratic authority and to mediate resistance and cross-cultural boundaries, students are wary. The book describes the working out of the processes of negotiating the curriculum, shared authority, collaborative decision making, and cogovernance between instructor and students followed by the formation of a student after-class group, and rising student expectations. The final chapters of the book are a review of what worked and what did not. (Contains 350 references.) (CH)

ED 409 821 HE 030 353

Towards Transnational Competence. Rethinking International Education: A U.S.-Japan Case Study. IIE Research Report, Number Twenty-Eight.
SPONS. AGENCY- United States-Japan Foundation.
PUB DATE- 97
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Access to Education; Admission Criteria; Comparative Education; Cross Cultural Training; Foreign Countries; Foreign Culture; *Foreign Students; Higher Education; International Cooperation; *International Educational Exchange; *Second Language Learning; *Study Abroad
IDENTIFIERS- *Japan

This report, based upon studies carried out from 1994-96 by a task force of international educators, focuses on efforts to identify a language and a strategy for improving U.S.-Japan "international education." Several conclusions are reached and discussed in the text: (1) international education can be stimulated by a new transnational rationale and greater nongovernmental involvement; (2) current international education standards in Japan and the United States are divergent, leading to unnecessary misunderstandings; (3) American concepts of personal enrichment and mutual understanding tend to lead them to establish exchange and look for balance when they should be asking "What level of Japan-related transnational competence is 'sufficient' for the United States?" (4) more opportunities have been created for young people, both from the United States and other nations, to gain exposure to Japan; (5) although participation in study-abroad programs is rising, both the rate of increase and the total numbers are insufficient to meet needs; (6) the Japanese educational system prepares its youth to seek admission in U.S. institutions, but does not prepare them for study in Asia; and focusing on the development of the consciousness of a group and the many topics or influences that help to shape the thought processes of a group. The paper also discusses the relationship of theory and method in historical studies, and provides hints about using conflict as a way to study the history of the academic field of educational technology. Contains a list of 62 references and suggested readings. (Author/SWC)

ED 409 839   IR 018 428

Januszewski, Alan
I Teach Concepts.
PUB DATE- 97
NOTE- 5p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Concept Teaching; Educational Strategies; *Educational Technology; Fundamental Concepts; *Instructional Development; Personal Narratives; Teaching Methods

This paper describes the author's views on and approach to teaching about educational technology. The author teaches concepts, with an emphasis on "teaching about" rather than "teaching how". The author's educational background and experiences, and their influence on his current views are described. While the definitions of educational technology have changed fairly frequently in the past 30 years, the concepts that make up those definitions have not changed. As a result, it is important to teach primary concepts of educational technology, because those concepts have been around a long time and are at the root of most of what goes on in the field. The paper also describes an in-class activity in which students learn about educational technology concepts by identifying the five stages in the instructional development process--analysis, design, production/prototype/development, implementation, and evaluation--and discussing the different concepts, tasks, procedures, and ideas that can occur during the different stages. (SWC)

ED 409 840   IR 018 429

Jost, Karen Lee; And Others
A Study of Problem-Based Learning in a Graduate Education Classroom.
PUB DATE- 97
NOTE- 6p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Classroom Techniques; Education Courses; Educational Objectives; Educational Strategies; *Graduate Study; Higher Education; *Instructional Effectiveness; Learning Activities; *Outcomes of Education;

Resource Teacher (for school-level personnel) have been created to help integrate technology into classroom instruction. This study assessed the progress and effectiveness of Technology Resource Teachers, or TRTs, as technical and instructional support persons. Their roles and responsibilities were examined to identify any changes in their positions or their approaches to achieving their long-term goals. The study also compared its new results with previous results in order to identify the future roles of instructional technologists in public schools. Data collection methods included: interviews with TRTs; classroom, computer lab and site observations; public and personal records, reports, and documents; and teacher questionnaire and attitude surveys. The study was conducted in six middle schools in the southeastern United States. Results indicated that the TRTs were generally successful in establishing and maintaining a computer lab in their respective schools. The support of TRTs was instrumental in increasing their teacher constituents' confidence in their own computer skills and usage of their home computers. Teachers, however, did not yet show any major improvement in their attitude toward or usage of computers in classroom instruction--despite receiving regular training and technical support. On the whole, teachers' positive perception of TRTs and their role at the school, combined with the improvement in teachers' computer competency skills across the schools, are indicators of the TRTs' progress in their effort. A series of tables present the study results. (Contains 20 references.) (AEF)

ED 409 857 IR 018 446

Nichols, Randall G.
A Critical Approach To Teaching Educational Technology.
PUB DATE- 97
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Educational Environment; *Educational Technology; Educational Theories; High Schools; Higher Education; *Intellectual Development; Personal Narratives; Student Educational Objectives; *Teacher Attitudes; Teaching Guides; Teaching Methods; Teaching Styles
IDENTIFIERS- *Critical Pedagogy; *Personal History; Role of Technology

In this paper, an educational technologist describes his critical approach to using computers in instruction. He discusses his development from high school English teacher to educational technology instructor in a university setting, focusing on people, literature, and films that have shaped his view of technology as well as on his disappointment at how the technological culture has bred repressive attitudes in many of his colleagues. The importance of helping learners understand why they are in school is at the heart of the author's critical theory. This helping students to understand the importance of their education means allowing for student responsibility for self and curriculum; for example, "action projects" that take students beyond the classroom make learning more experiential and authentic. One subject of future research the author advocates is full-scale tracking of disappointments and dangers

Technology; *Internet; *Interpersonal Relationship; Online Systems; Physical Geography; Social Integration; Technological Advancement; *Virtual Reality
IDENTIFIERS- Physical Properties; Physical Proximity; *Physical State

The Internet introduces something quite new into ordinary everyday communication. It is now possible to carry on extensive interactions with other people without being fully present or even identifying oneself. While this has always been the case to some extent with the use of written and printed communication, as well as with telephone, radio, and television communication, the Internet takes these trends to new levels of abstraction. The Internet provides: (1) abstract representations of place and information--such as virtual libraries, virtual offices, and virtual communities; (2) abstract representations of self and other--through text descriptions and avatars; and (3) abstract representations of interactions--such as intelligent tutoring systems and automated workflow processes. This paper stresses for the importance of physical place and physical presence in how people construct meanings in their lives, how they form personal biographies and public histories, and how they develop living communities. The paper contrasts this stance with the consequences of the abstractions of place and presence in virtual, on-line communities. (Contains 13 references.) (Author/SWC)

ED 409 874 IR 018 463

Wilson, Brent G.
Understanding the Design and Use of Learning Technologies.
PUB DATE- 97
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Change; *Constructivism (Learning); Educational Resources; Educational Strategies; *Educational Technology; Elementary Secondary Education; *Instructional Design; Instructional Materials; Internet; Student Role; Teacher Role; *Users (Information)
IDENTIFIERS- Technology Integration; *Technology Utilization

Technology adoption concerns are increasingly important to understanding constructivist learning environments and learning communities. As instruction begins to move toward more open, participatory models, "end users"--both teachers and learners--are asked to take more responsibility in the learning process. Issues such as the variable implementation of instructional design (ID) products, the functioning of open models of instruction, and the pros and cons of the Internet have direct impact on the lives of instructional designers. This paper relates adoption to design and covers: use concerns within the design process; role versus activities of design and use; learning resources; the blurring of the distinction between design and use in hypertext environments like the Internet; and the continued blurring of distinctions between designers and end users versus teachers and students. Implications for instructional design practice include: (1) ID is much more than all of the following: program title, occupational area, grade level, length, certification awarded; major concepts/content covered in the course; laboratory activities; special notes; and intended outcomes. (KC)

ED 409 434 CE 074 353

Marketing Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 97
NOTE- 434p.; Supersedes ED 374 257.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Banking; Behavioral Objectives; *Competency Based Education; Curriculum; *Distributive Education; Employment Qualifications; Entrepreneurship; Entry Workers; Finance Occupations; Financial Services; Food Service; Hospitality Occupations; Insurance; Job Skills; *Marketing; Occupational Information; Postsecondary Education; Retailing; Sales Occupations; Salesmanship; Secondary Education; Small Businesses; State Curriculum Guides; *State Standards; *Statewide Planning; Student Evaluation; Teaching Guides; Tourism; Travel
IDENTIFIERS- Florida

This document contains vocational education program course standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary and postsecondary level as part of the marketing education component of Florida's comprehensive vocational education program. Curriculum frameworks are provided for 28 programs/clusters: orientation to marketing occupations; exploration of marketing occupations; practical entrepreneurship skills; academy of entrepreneurship; academy of finance; academy of international marketing; academy of travel and tourism; business ownership; customer service technology; fashion marketing management; financial services; floral design and marketing; hospitality management; hospitality services; insurance management; marketing and sales cluster; marketing cooperative education; marketing education directed study; marketing management; materials processing and distribution; promotion management; real estate management; real estate marketing; retail food management; restaurant management; teller operations; travel agency operations; and travel industry management. Each curriculum framework includes some or all of the following: program title, occupational area, grade level, length, certification awarded; major concepts/content covered in the course; laboratory activities; special notes; and intended outcomes. (KC)

ED 409 435 CE 074 355

Public Service Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 97
NOTE- 317p.; Supersedes ED 374 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Exploration; Civil Engineering; *Competency Based Education; Cooperative

IDENTIFIERS- Europe; General National Vocational Qualif (England); National Vocational Qualifications (England); Scottish Vocational Qualifications; *United Kingdom

This guide, which is intended for adults in the United Kingdom, contains information about the educational and employment opportunities available to them. The following topics are discussed in the guide's 11 sections: assessing one's own learning skills and identifying available learning opportunities; locating sources of educational and career guidance (career services, training enterprise councils, local enterprise councils, helplines, and computer software); assessing existing skills and educational and career goals; deciding how and where to learn (library programs, volunteer programs, further education and tertiary colleges, adult residential colleges, open universities, distance learning, employee development schemes); locating learning opportunities for unemployed individuals (adult training for work, programs for ex-offenders, programs for disabled adults, services for single parents, tips on job hunting); understanding the qualification system (National Vocational Qualifications, Scottish Vocational Qualifications; General National Vocational Qualifications, awarding bodies); and learning in Europe (study holidays, courses based at United Kingdom universities, courses at European universities); and funding education and training (awards, student loans, career development loans, tax relief, funds for study in Europe); and identifying ways of working (part-time working, flexible working, time-term working, job sharing, career breaks); and opting for self-employment. Numerous checklists and case studies of adult students are included throughout the guide. (MN)

ED 409 452 CE 074 397

Fiske, Edward B.
Adult Education in a Polarizing World. Education for All: Status and Trends.
PUB DATE- 97
NOTE- 51p.; Published for the International Consultative Forum on Education for All.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Literacy; Case Studies; Comparative Analysis; Developed Nations; *Developing Nations; Economic Development; *Educational Needs; *Educational Trends; *Empowerment; Equal Education; Foreign Countries; Illiteracy; Needs Assessment; Parent Education; Self Actualization; Social Development; Trend Analysis; Womens Education
IDENTIFIERS- Brazil; Ecuador; India; Namibia

Although the forces that are globalizing the economy, democratizing political life, and ushering in a knowledge society promise to improve humanity, they are also exacerbating the marginalization of individuals and the polarization of entire nations. Many individuals in developing nations are at risk of systematic exclusion from meaningful participation in economic, social, political, cultural, and other forms of human activity in their communities. Access to basic education must be deemed a basic human right and the means to empowerment, which is the key to establishing and reinforcing democracy. Adult basic education and educated parents are keys to raising educated children; however, the limitations of formal schooling as a way of achieving universal education should also be

IDENTIFIERS- *Listservs

This document contains brief summaries of websites likely to be of interest to adult educators, as well as summaries of Internet listservs that adult educators may wish to join. The publication organizes the websites into the following 12 broad categories: (1) general adult literacy; (2) English as a second language; (3) workplace education and training; (4) family literacy; (5) technology; (6) professional development; (7) homeless education; (8) mathematics education; (9) educational research; (10) education information dissemination; (11) federal government; and (12) other interesting sites. The following literacy listservs are listed and described: National Literacy Advocacy List (NLA); LITERACY: WEC-L, NEAC-L, PRISON-L, NUMERACY, Adult Education Network (AEDNET); National Institute for Literacy (NIFL), and TESL-L. (KC)

ED 409 471 CE 074 456

Rylatt, Alastair; Lohan, Kevin
Creating Training Miracles.
PUB DATE- 97
NOTE- 344p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Case Studies; Check Lists; *Classroom Techniques; Competency Based Education; Corporate Education; *Educational Strategies; Educational Trends; Independent Study; *Industrial Training; Learning Activities; *On the Job Training; Outdoor Education; Program Effectiveness; Role Playing; Training Methods; Training Objectives
IDENTIFIERS- Facilitators; Neurolinguistic Programming

This book, which is intended as a comprehensive practical reference source for training professionals, consultants, and managers, examines emerging trends in training and explains how to get training results in the workplace by using various educational strategies and advanced training methods. The following are among the topics discussed: predicting an uncertain future; getting training results in the workplace (securing lasting impressions, focusing on outputs, gaining managerial support, knowing clear business outcomes, creating systems that promote learning, securing accountability, celebrating success, aiming for just-in-time learning); competency-based training (benefits and applications of competencies, identifying job competencies and using them in training); self-directed learning (competencies and self-directed learning, benefits and implementation of self-directed learning); warming up learners with icebreakers and energizers; neurolinguistic programming (principles, skill patterns); the power and principles of accelerative learning; successful role-playing techniques (dealing with role play resistance, conducting role plays, advancing role playing to spontaneous role training); designing and using classic case studies; organizing an outdoor learning program (benefits, implementation); facilitating learning (role clarification, facilitator style, facilitation strategies); and developing advanced training skills. The book contains 125 references and 47 figures/tables. Appended are the following: sample icebreakers and energizers, suggested answers to exercises, outdoor activities, and outdoor learning checklist. (MN)

ED 409 472 CE 074 457

Collins, Helen

theory, economics, and psychology to provide the detailed procedures, checklists, data analysis worksheets, and other resources essential to identify, analyze, and design processes that improve organization and human performance. Section 1 contains an introduction to the basic principles of process redesign and how to manage a business process redesign effort. It prescribes a four-phase process redesign model: clarify the request; understand the current system; create the new design; and implement the design. Section 2 details procedures for each of the four stages. Each chapter follows the same format: how the chapter is organized; results; a list of sources for more information; procedures (purpose, when to use it, terms, guidelines, and what to do--a list of steps and corresponding suggested questions and approaches). Section 3 presents case studies of the two different types of process redesign--fundamental and incremental. Section 4 contains blank worksheets for gathering and organizing data to be used in one's own redesign efforts. Appendixes contain 71 references and an index. (YLB)

ED 409 490 CE 074 512

Darrah, Charles N.
Learning and Work. An Exploration in Industrial Ethnography. Studies in Education and Culture, Vol. 8. Garland Reference Library of Social Science, Vol. 1069.
PUB DATE- 96
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Adult Learning; Cooperative Learning; Interpersonal Relationship; Interprofessional Relationship; *Learning Processes; Manufacturing Industry; *On the Job Training; *Organizational Development; Postsecondary Education; Staff Development; Vocational Education; Work Environment

This book explores how people look at workplaces and the consequences for one's understanding of work. Chapter 1 discusses the rhetoric of skill requirements. Chapter 2 follows the attempt of Kramden Computers to provide training to reduce problems in workmanship and the program's failure due to the inadequacy of the skill concept. Chapter 3 reviews literature on practical reasoning, situated cognition, activity theory, and practice theory that provides a basis for an alternative view of work. This view informed the ethnographic fieldwork conducted in a second site, Calhoun Wire and Cable Company, which the remainder of the book describes. Chapter 4 explores the naive realism of viewing workplaces as natural objects that observers can easily describe. Chapter 5 presents extensive descriptions of the practices related to running machines to "make product." Chapter 6 explores how perceived changes in competition have resulted in increased paperwork, meetings, and projects to alter production floor practices. Chapter 7 analyzes how the production floor is structured as a community of practitioners, how newcomers enter it, and how the community shapes the learning that occurs. Chapter 8 analyzes trends affecting production work. Chapter 9 visits NewSite, Calhoun's "factory of the future," to see how changes in the workplace have affected production work. Characteristics are discussed that seem to affect learning in the workplaces. Appendixes contains notes, 105 references, and an index. (YLB)

ED 409 491 CE 074 513

carefully depicted. The resultant role conflict, the labeling by peers, and the absurdity of numerous situations are explored. The narrative is sustained by the author's work with one SED student and the difficult and sometimes impossible situations in which she sees this student placed. The paper closes with a theoretical discussion of nonconformity. (RJM)

ED 409 508 CG 027 847

Cox, Pamela
State-Sponsored Citizens? Delinquent Girls and Certified Schools in Britain 1900-33.
PUB DATE- Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). Paper appears in AERA Program under title, "Punitive Pedagogies and Potential Citizens: Girls, Delinquency and Education in Britain, 1900-1933."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; *Citizenship; *Delinquency; Elementary School Students; Elementary Secondary Education; *Females; Foreign Countries; Job Training; Juvenile Justice; Secondary School Students; *Sex Bias; Sex Discrimination; *Sex Stereotypes; Vocational Training Centers
IDENTIFIERS- Great Britain

Ideas of proper citizenship were, and remain, central to the juvenile justice system. The experiences of a particular group of delinquent and neglected children who were withdrawn or excluded from mainstream elementary education in the early 20th century and sent to reformatory schools is described in this paper. The focus is on two areas of citizenship: the promotion of citizenship as a means of social control, and children's rights as citizens. It explores the way in which citizenship was negotiated for delinquent and neglected girls at a time when traditional concepts of domesticity and femininity were being challenged. During this period, three constructions of citizenship prevailed. The first two, the teaching of formal civics and an emphasis upon social action, had developed in the 19th century, whereas welfare citizenship was a product of early 20th century social legislation. In all three constructions, the development of industrial schools and the right to be rescued were influenced by gender. Girls' training was dominated by domestic work and, subsequently, boys, who did not face such restrictions, were placed in a much wider range of jobs than were girls. The experiences of girls within the schools show how restricted notions of female citizenship were used to justify their limited training. (RJM)

ED 409 509 CG 027 849

Yamauchi, Lois A.; Greene, William L.
Culture, Gender, and the Development of Perceived Academic Self-Efficacy among Hawaiian Adolescents.
PUB DATE- Mar 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

illustrators. (SR)

ED 409 528 CS 012 829

Ediger, Marlow
Reading and the Pupil in a Challenging Curriculum.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Psychology; Elementary Education; Individualized Instruction; *Integrated Curriculum; *Language Arts; *Phonics; *Reading Instruction; Teaching Methods; Thinking Skills; Whole Language Approach
IDENTIFIERS- Reading Recovery Projects

Pupils learn to read in different ways with the use of diverse procedures. Many approaches in teaching reading have been used in the last 30 years and are still widely used, such as basal reading approaches; individualized reading using library books; strong phonics emphasis for young learners; whole language approaches; and experience charts. Newer plans of reading instruction based on sound educational thinking reflecting on appropriate philosophy and psychology of learning are Reading Recovery, an integrated language arts curriculum, rereading, and emphasis on higher levels of pupil cognition. Each plan for the teaching of reading needs to be appraised in terms of tenets of the psychology of education--interest, meaning, and purpose. (Contains 19 references.) (RS)

ED 409 529 CS 012 835

Colorado Student Assessment Program: 1997 Demonstration Booklet, Grade 4 Reading and Writing and Colorado Student Assessment Program: 1997 Administration Manual, Grade 4 Reading and Writing.
PUB DATE- 97
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Achievement Tests; *Grade 4; Intermediate Grades; Reading Achievement; *Reading Tests; Test Manuals; *Testing; Writing Achievement; *Writing Tests
IDENTIFIERS- *Colorado Student Assessment Program

These two booklets contain a variety of information about the Colorado Student Assessment Program (CSAP), which assessed for the first time in April 1997 all fourth-grade classrooms in the content areas of reading and writing. The first booklet, the Demonstration Booklet, discusses the history and purpose of the assessment; assessment design; important dates; accommodations; students with disabilities for whom the assessment may be inappropriate; limited English proficient students; assessment procedures; reading assessment; sample reading items; writing assessment; sample writing items; and preliminary writing rubrics. The second booklet, the Administration Manual, is intended for use by those coordinating and administering the CSAP. After an introduction, sections of the booklet are General Administration Information; Instructions for District and School Coordinators Prior to Testing; Instructions for Test Administrators Prior to Testing; Administering the Grade 4

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Developmental Stages; Elementary Education; Models; *Reading Comprehension; Reading Rate; Reading Research; *Word Recognition
IDENTIFIERS- Kaufman Assessment Battery for Children; Kaufman Test of Educational Achievement; *Rauding Theory

A study explored an application of rauding theory to the developmental components that contribute to elementary-age children's reading comprehension. The relationships among cognitive power, auditory accuracy level, pronunciation (word recognition) level, rauding (comprehension) accuracy level, rauding rate (reading rate) level, and rauding efficiency (reading comprehension rate) level were examined using structural equation modeling to confirm the model reported by R.P. Carver. The Kaufman Assessment Battery for Children (KABC) and the Kaufman Test of Educational Achievement (KTEA) subtests were used to operationalize the various constructs and the national normative samples were utilized for data analyses at grades 1-2, 3-4, and 5-6. Because rate measures were only available on the KTEA and a measure of listening comprehension only on the KABC, the Carver model was assessed at each grade level in 2 parts, with overlapping paths allowing cross-validation of some coefficients. For grades 1-2, the fit indices were above .95, indicating good model fit. One additional path was supported, from pronunciation level to rauding efficiency level. The fit indices for grades 3-4 were above .95, supporting the modified Carver model. Grades 5-6 analyses produced fit indices above .90, again supporting the modified Carver model. (Contains 32 references and 4 figures of data.) (Author/RS)

ED 409 550   CS 012 877

Nichols, William Dee; And Others
Embracing Cultural and Linguistic Diversity: Culturally Responsive Reading Instruction.
PUB DATE- Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading (3rd, New York, NY, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; *Diversity (Student); Elementary Education; Language Variation; *Reading Instruction; Student Needs; Teacher Response; Whole Language Approach
IDENTIFIERS- Direct Instruction

The ability to deal effectively with student differences is crucial to teaching reading. Teachers must address the needs of culturally and linguistically diverse students in the regular classroom. The ability of teachers to handle differences effectively translates into instructional practices that provide for each student's self-respect and that lead all students to feel secure in the classroom. Creating successful opportunities for students with limited proficiency in English requires an understanding of nonstandard dialects, characteristics of foreign languages spoken by the students in the classroom, and students' cultural values. Although speaking with a dialect or a primary language other than English may present problems in learning to read, in a traditional general unquestioned. This discourse creates stereotypes and perpetuates homelessness by portraying it as an inevitability rather than a contingency. Rhetoric and composition courses can be used to analyze the construction and effect of texts about homelessness. In a course taught at the University of Wisconsin-Milwaukee, students were asked to do rhetorical analyses of essays from a variety of perspectives to see the range of options and to test the validity of certain positions. Readings included historical documents, sociological texts describing the current situation, articles by journalists in national publications, texts based on moral or religious prescriptions, and literary texts dealing with homelessness. Works written by homeless or formerly homeless people were also assigned. Students were also responsible for choosing reading or viewing material for certain class meetings. Students applied rhetorical analysis to the texts, identifying and evaluating the 3 Aristotelian appeals (logos, pathos, ethos), the use of claims and evidence, logical fallacies, and the author's purpose. By analyzing how this discourse represents homelessness and homeless people, students can begin to see how these texts influence individual prejudices, stereotypes, beliefs, and, in turn, laws and public policies regarding the homeless. (CR)

ED 409 569 CS 215 908

Karbach, Joan
Metaphors in Comments and Classrooms.
PUB DATE- Mar 97
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Evaluation Methods; *Feedback; Higher Education; *Metaphors; *Teacher Response; *Writing (Composition); Writing Instruction; Writing Teachers
IDENTIFIERS- Metaphorical Thought

This paper identifies the kinds of conceptual metaphors one composition instructor has used in commenting on student papers, notes whether or not they are commonly used by most writing instructors, and briefly states why metaphors can be effective feedback for students. The paper lists the 6 categories of metaphors as: (1) adherence, (2) building, (3) tailoring, (4) hunting, (5) personification, and (6) original analogies. The paper explains the Schema Theory and Mapping of Domains, using the metaphor "life is a journey." It also discusses and gives examples of each of the six categories. One example used in the paper shows that under the target domain of "adherence," such words as "stick," "connect," and "link," are included which become conceptual metaphors when they are associated with words in the domain of "discourse," such as "focus," "modes," and "sentence." The paper states that, of the categories, personification is more selective and seems more likely to reflect an instructor's world view. (CR)

ED 409 570 CS 215 909

Ladd, Pam Leneave; Hatton, Sharon Crawford

NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Writing; Creative Expression; Early Childhood Education; Electronic Mail; Elementary Education; Emergent Literacy; Home Schooling; Parent Child Relationship; *Parents as Teachers; Skill Development; Teaching Methods; *Writing (Composition); *Writing Exercises; Writing Processes; *Writing Skills
IDENTIFIERS- Writing Contexts; *Writing Motivation

This book provides a comprehensive guide for parents who want to help their children develop an important skill, writing, in a fun and creative way. The book shares with parents successful classroom and workshop teaching methods. It also provides guideline for home schooling parents. The book helps children become less intimidated by the English language through hundreds of ideas, tips, projects, and guidelines, so that they can become better writers, thinkers, and learners. Chapters in the book are: (1) "Kids Who Write"; (2) "The Building Blocks: Foundations for Writing in the Early Years"; (3) "Providing a Writing Environment"; (4) "Growing up Writing: Ages, Stages, and Readiness to Write"; (5) "How Writers Write: Understanding the Writing Process"; (6) "Writing Letters for Fun, Friends, and Profit"; (7) "Write Away! Using E-mail to Boost Your Child's Writing Skills"; (8) "Across the Miles: Writing Family Newsletters and Neighborhood Newspapers"; (9) "Help, Mom! I've Got to Write a Book Report"; (10) "Creative Journal Keeping: The Best Practice for Developing Writers"; (11) "Story Writing Exercises"; (12) "Bookmaking Projects for Children"; (13) "Writing Family History Stories"; (14) "Fun with Words: Word Play for Every Age"; (15) "Poetry Writing: The Magic of the Written Word"; and (16) "Helping Young Writers Break into Print." Appendixes contain a grammar guide; guidelines for assessing children's writing; and a list of magazines that publish young authors. Also attached is a list of ABC book ideas. (NKA)

ED 409 588   CS 215 940

Spandel, Vicki
Dear Parent: A Handbook for Parents of 6-Trait Writing Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 97
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Evaluation Methods; *Parent Participation; Writing Evaluation; Writing Improvement; *Writing Instruction; Writing Processes
IDENTIFIERS- *6 Trait Analytical Scoring Model

Offering information to help parents understand how writing is taught in classrooms that use the 6-Trait Model for writing assessment and writing instruction, this handbook describes the model and how parents can provide the kind of support at home that would make classroom instruction even more effective.

involvement; and (6) performance assessment must be linked to the standards but must also be valid and reliable. The NA effort to create high-performance management organizations that link systems and local schools has also led to a set of important lessons about school reform: design systemic reform at several organizational levels; district-level reform without state systemic support and alignment was very tough; school leaders reported positive impact of clear and common standards on the school-change process and commitment of school leadership to the process; decentralization of authority enhanced the impact of common standards on classroom practice; and standards-driven reform created a new form of school leadership and change process. Five tables are included. (Contains 33 references.) (LMI)

ED 409 607   EA 028 450

Foley, Jane
Success in Restructuring: A Step-by-Step Recipe.
PUB DATE- 97
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Scottsdale, AZ, February 24-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Computer Uses in Education; Cooperative Planning; *Educational Change; *Educational Technology; Elementary Education; *Leadership; Minimum Competencies; School Effectiveness; *School Restructuring

This paper describes how a new elementary school used technology as the catalyst for school restructuring. First, the principal studied 36 schools that had been identified as successful change sites. She conducted interviews with and surveyed the teachers and principals, focusing on how the principal made a difference in facilitating school restructuring. The paper outlines the school's steps in the change process: recognize readiness and agree to proceed; form core planning committees; review the research and professional literature; review successful practice; involve everyone in the planning process; write the plan; implement the plan; and keep it going. The paper outlines the school's technology proficiencies required of students at each grade level, how technology was integrated into the curriculum, the ways in which technology was applied in the classrooms, and the roadblocks encountered and solutions developed. One figure is included. (Contains 52 references.) (LMI)

ED 409 608   EA 028 452

Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1994-95. Statistics in Brief.
PUB DATE- Jun 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Expenditure Per Student; *Expenditures; Federal Government; Income; Local Government; *Public Education; State Government; Tables (Data); Teacher Salaries

Over $273 billion of revenues were raised by local, state, and federal governments to fund public education for students in

Alternative Education for At-Risk Students Performing below
Potential: Evaluation of One LEA's Attempt To Provide a
Solution.
PUB DATE- Mar 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Dropout Prevention; Educational Objectives; Elementary Secondary Education; *High Risk Students; Intervention; *Potential Dropouts; *Program Effectiveness; *Student Educational Objectives; Student Promotion
IDENTIFIERS- *Durham City School District NC

The Durham Public Schools Communities in Schools (CIS) Academy provides a student-centered environment that encourages high-risk students to remain in school and get back on track for graduation. Program operations began in January 1995. This paper presents the results of an evaluation of the first semester of operations (the second semester of the 1994-95 school year). Thirty-nine students spent the first semester of the 1994-95 school year at their "sending" school and the second semester of that school year at CIS Academy. The Academy met the following three objectives (out of a total of seven): (1) 90 percent of the students would stay in school; (2) 60 percent of the students would improve their grades; and (3) students would increase their attendance by 5 days. The program fell short of meeting its goals for promoting 80 percent of students to the next grade, linking 80 percent of families with community resources, linking 80 percent of students with a tutor or mentor, and procuring the participation of 75 percent of families in two training conferences or home visits. The incidence of student tardiness increased and the number of suspensions decreased. CIS also had little effect on enabling students to pass the North Carolina high school graduation requirements. It is recommended that CIS work more on preparing students and their home schools for their return to regular education and to provide students with followup support. Fourteen figures and five endnotes are included. (LMI)

ED 409 628 EA 028 483

Larsen, Marci L.; Malen, Betty
The Elementary School Principal's Influence on Teachers'
Curricular and Instructional Decisions.
PUB DATE- Mar 97
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Decision Making; Elementary Education; *Instructional Leadership; Interprofessional Relationship; Leadership Qualities; *Principals; *Teacher Administrator Relationship; *Teacher Influence

Within the research on teacher planning and decision making the principal is seldom mentioned as a key shaper of teachers' curricular and instructional decision making. This paper presents findings of a case study of two elementary school

Schools; *Educational Assessment; *Educational Change; *Educational Objectives; *Evaluation Criteria; High Schools; Performance

Among the most notable aspects of the educational reform movement are the efforts by government, corporate, and philanthropic leaders to establish academic standards. This paper addresses two questions: (1) Why is it important for the Catholic high schools of America to set standards and improve assessments? and (2) What types of standards and assessments should schools seek to establish? The paper concludes that Catholic high schools are faced with the challenges of more actively engaging the public, deciding how closely Catholic high school standards should be aligned with public standards, reforming assessment practices, and developing evaluation approaches beyond sorting and screening. (LMI)

ED 409 648 EA 028 512

Manno, Bruno V.
In the Image of the Great Society: Reinventing K-12 Education in the Clinton Administration. Hudson Briefing Paper, No. 174.
PUB DATE- Mar 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Bureaucracy; Centralization; Conservatism; *Decentralization; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; Federal Regulation; *Federal State Relationship; Government Role; *Government School Relationship; Politics of Education
IDENTIFIERS- *Goals 2000; *Improving Americas Schools Act 1994

This policy paper, by a former U.S. Assistant Secretary of Education for Policy and Planning, argues that President Clinton and the previous "education Congress" designed a top-down strategy reminiscent of the Great Society programs in the 1960s to reform America's school systems. The resultant educational legislation has occurred at a time when public trust in the federal government is very low. In particular, the "Goals 2000: Educate America Act" and the "Improving America's Schools Act" (HR 6) will remove control from education consumers and elected officials and impose bureaucratic control by "education experts" who will shift the focus from academic performance and accountability (outputs) to "equitable" distribution of resources (inputs). True education reform can only be accomplished at the state and local levels and with emphasis on high academic standards and tests that measure mastery of core subjects. To achieve real education reform, three things must happen: (1) restore local control and undo the worst damage; (2) send programs home; and (3) eliminate the Department of Education. The appendix highlights the "10 worst ideas" in HR 6. (Contains 43 endnotes.) (LMI)

ED 409 649 EA 028 513

Finn, Chester E., Jr.
Different Schools for a Better Future. Hudson Briefing Paper, No. 193.
PUB DATE- Aug 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

analyze the appropriate use of instruction in Braille, optical devices, and other technologies as they relate to literacy and employment of individuals who are blind or visually impaired. The first project examined the choice of reading medium of 68 individuals (blind or visually impaired) matched by employment status and primary mode of communication. The second project analyzed available training curricula for various reading modalities (Braille, low vision devices, and technology) and the teaching of reading to people with visual impairments. The third project involved a meta-analysis study of literacy and persons with visual impairments. Over 70 publications were incorporated into this review of the literature. The document presents the full text of the following five reports based on these projects: (1) "Literacy, Employment, and Mode of Access to Printed Information" (Rita Livingston and Laurel Tucker); (2) "Overview of Braille Literacy for Rehabilitation Teachers" (Lynne Luxton); (3) "Training for Reading with Low Vision" (Marshall E. Flax); (4) "Using Assistive Technology in Literacy Education for Learners Who Are Blind or Visually Impaired" (Jay Gense and Marilyn H. Gense); and (5) "The Relationship between Literacy and Employment for Persons with Visual Impairments: A Review of the Literature" (Alana M. Zambone and Mary Jean Sanspree). (Individual papers contain references.) (DB)

ED 409 668   EC 305 710

Garland, Corinne W.; Osborne, Sheri
SpecialCare Outreach Project. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; *Child Care Occupations; *Child Caregivers; Curriculum Development; *Day Care; *Disabilities; Early Childhood Education; Family Involvement; Models; Social Integration; Training Methods
IDENTIFIERS- Maryland; *Train the Trainer; Virginia

This final report describes activities and accomplishments of SpecialCare Outreach Program. This federally funded project was designed to expand inclusive child care options for families of young children with disabilities through replication of a proven model and curriculum for training home and center-based child care providers. During the project's 3 years, it used a train-the-trainer approach with 29 trainers at 18 agencies in Virginia and Maryland, which ultimately resulted in the training of more than 800 caregivers. It has also provided technical assistance designed to foster collaboration between the child care system and the early intervention/early childhood special education system and between families and trained caregivers. The training curriculum developed by the project provides information on inclusive child care, characteristics of children with disabilities, building relationships with families, community services, and consultation. Individual chapters of the report describe the project's goals and objectives, its theoretical framework, its model, the problems encountered, evaluation, and future activities. Appended are the SpecialCare curriculum chart, sample training materials, and evaluation instrumentation. Contains 16 references. (DB)

ED 409 669   EC 305 711

*Severe Disabilities; Theory Practice Relationship; *Vocational Rehabilitation
IDENTIFIERS- *Arkansas Rehabilitation Research Training Center; National Institute on Disability Rehab Research

This report describes major activities and accomplishments of the Arkansas Rehabilitation Research & Training Center on Enhancing Employability of Individuals with Disabilities from May 15, 1996 through May 14, 1997. The Center has a 5-year contract in the priority area of enhancing employability of individuals with severe disabilities. The mission, goals, and objectives are outlined and related to the six priority areas of the National Institute on Disability and Rehabilitation Research (NIDRR). Programmatic strategies for achieving the objectives are discussed and outcome goals are identified in the four areas of: (1) research; (2) dissemination; (3) training, education, and technical assistance; and (4) service and outreach. The project's 21 research projects are grouped by NIDRR priority areas with each objective listed and a summary included of the current status of specific projects addressing each objective. Brief indivdiual research project progress reports are included. Dissemination activities of the project are reviewed with lists of publications, presentations, and material development and distribution activities. Also described are project efforts in the areas of training, education, technical assistance, service, and outreach. Consumer/constituent feedback is summarized. Attached is a list of the faculty, staff, and members of the National Advisory Council. (DB)

ED 409 686 EC 305 732

Hofmeister, Alan M.
Development of a Microcomputer/Videodisc Aided Math Instructional Management System for Mildly Handicapped Children. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 84
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Testing; *Computer Managed Instruction; Diagnostic Teaching; Difficulty Level; Educational Media; Elementary Education; Inservice Teacher Education; Instructional Development; *Instructional Materials; Mastery Learning; Material Development; *Mathematics Instruction; *Mild Disabilities; Spanish Speaking; Staff Development; Test Reliability; Test Validity; Videodisks
IDENTIFIERS- *Apple II

This final report describes activities and accomplishments of a project which developed, implemented, and evaluated the effectiveness of a microcomputer/videodisc math instructional management system for grades K-4. The system was designed to operate on an APPLE II microcomputer, videodisc player, and input-output devices. It included three subsystems: (1) a math assessment subsystem; (2) a math instruction/management subsystem; and (3) a staff development subsystem. The system was developed to support diagnostic/prescriptive teaching for mastery learning. Evaluation of the system was conducted both with English-speaking and Spanish-speaking students. The assessment system was compared to a parallel paper and pencil criterion-referenced test. Additionally, student data were used to determine difficulty level, validity, and reliability of

Educational Strategies; *Immersion Programs; *Learning Processes; Manipulative Materials; *Montessori Method; Personal Narratives; Program Descriptions; Program Design; Second Language Learning; *Second Languages
IDENTIFIERS- Montessori Schools; *Two Way Bilingual Education

The language immersion approach of the Intercultural Montessori School (Oak Park, Illinois) for children aged 2-6 years is described and discussed. An introductory section gives background information on early work with immersion by Maria Montessori, a personal experience leading to the school's establishment, and the response of language and education professionals, the public, and parents to the concept of preschool immersion. Subsequent sections discuss common patterns in the students' language learning experience at the school and the developmental stages the learners went through as the experiment progressed: pre-production; early production; speech emergence; and intermediate fluency. Anecdotal information about specific students and events are used for illustration. Observations about comprehensible input and the Montessori manipulables, whole language, and other instructional strategies are included. Specific recommendations are made for content and classroom procedures in early childhood immersion, based on this experience. The paper concludes with reflections on the potential of this environment for development of bilingualism. Contains 29 references. (MSE)

ED 409 705 FL 024 602

Orr, Thomas
Professional Development in ESP: A Heuristic for Self-Study.
PUB DATE- 13 Mar 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *English for Special Purposes; *English (Second Language); Faculty Development; Foreign Countries; *Independent Study; Information Seeking; *Information Sources; *Occupational Information; Professional Associations; *Professional Development; Publications; Second Language Instruction; Teaching Guides

A plan of action is presented for teachers of English for Special Purposes (ESP) who wish to strengthen their professional competence, either in ESP strategies and techniques or in content areas in which they might teach. It begins with a list of recommended books, journal articles, periodicals, World Wide Web resources, electronic discussion lists, ESP directories, and providers of ESP training (in Great Britain only). A subsequent section suggests techniques and sources for gathering information about the profession and employment within it and about instructional approaches and content. An example of some of the information an ESP teacher in computer science might seek out is offered. This includes a definition of computer science, names of two major professional associations, introductory books, discourse samples (oral and written), and relevant specialized or high-frequency vocabulary. Contains four references. (MSE)

ED 409 706 FL 024 634

Ekbatani, Glayol; Pierson, Herbert
Teacher Portfolios, Vehicles of Faculty Assessment, Reflection, and Growth.

NOTE- 10p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; *Communicative Competence (Languages); Comparative Analysis; Cooperation; *English (Second Language); Foreign Countries; *Intercultural Communication; *Interpersonal Communication; Language Patterns; Language Research; Language Usage; Limited English Speaking; Linguistic Theory; Native Speakers; Second Language Learning; *Sex Differences; Sex Role; Turkish
IDENTIFIERS- *Communication Strategies; Neologism; Paraphrase; Reduction (Phonology); Repairs (Language); Repetition (Language); *Strategic Competence (Languages)

A study investigated: (1) the communication strategies (CSs) used by Turkish learners of English as a Second Language (ESL) when interacting with native English speakers, and (2) the influence of gender on use of CSs when communication difficulties occur because of limited English proficiency. Subjects were ten native Turkish-speaking ESL learners paired with ten native English speakers. Conversations were recorded and transcribed, and CSs were coded. Analysis indicates the CSs used by the ESL learners included reduction strategies, generalization, paraphrase, word coinage, cooperative strategies, repair, and repetition. Results also revealed that gender of the native English speaker had an important effect on use of CSs in both same- and opposite-sex dyads; all Turkish ESL learners used more CSs with female than with male interlocutors. It is concluded that communication success depends on pairing, particularly in native-nonnative interaction where cooperation is required, and on interlocutors' personalities. Implications concerning the teaching of CSs are examined. Contains 20 references. (MSE)

ED 409 726 FL 024 658

Dillon, Ken; And Others
Employment in Contemporary Japan.
PUB DATE- Mar 97
NOTE- 19p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Conflict Resolution; Cultural Context; Cultural Traits; Culture Conflict; *Employment Patterns; Employment Potential; Employment Qualifications; *English (Second Language); Foreign Countries; Graduate Study; Higher Education; Intercultural Communication; Interviews; *Job Search Methods; *Language Teachers; *Resumes (Personal); Second Language Instruction; Secondary Education; Sociocultural Patterns; *Teacher Qualifications; Teacher Supply and Demand
IDENTIFIERS- *Japan

This paper presents guidelines and suggestions for non-Japanese English-as-a-Second-Language teachers seeking employment in Japan. The first section outlines the educational qualifications needed to teach in language schools, secondary schools, and higher education institutions, and notes common

Evaluation; Relevance (Education); Second Language Instruction; Somali; Spanish; *Student Characteristics; Student Educational Objectives; Surveys; Tamil; Uncommonly Taught Languages; Vocational English (Second Language)
IDENTIFIERS- Canada; *Ontario

The report details results of a survey of students who had completed Level 3 of the Ontario (Canada) Language Instruction fore Newcomers to Canada (LINC) program. The initial followup study included 103 native speakers of Arabic, 208 speakers of Cantonese, 198 of Polish, 40 of Somali, 155 of Spanish, and 196 of Tamil. Ten from each group except Somali-speakers were later interviewed by telephone, in their native languages. The study and its objectives are described, and results are reported in these areas: demographic characteristics of LINC groups; recent education and work history; patterns of English usage in daily activities; difficulties in using English in daily activities, including government services and social activities; literacy development patterns and usage; perceptions of benefits gained from program participation; and perceptions of progress and barriers in English usage. Recommendations for program improvement are outlined. The format and forms for the telephone interview are appended. Contains 31 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 409 746 FL 801 173

Bello, Tom
Improving ESL Learners' Writing Skills. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Techniques; Educational Strategies; *English (Second Language); *Free Writing; *Language Experience Approach; Letters (Correspondence); *Literacy Education; Needs Assessment; Second Language Instruction; Skill Development; Student Attitudes; Vocabulary Development; Writing Exercises; *Writing Instruction; Writing Processes; *Writing Skills
IDENTIFIERS- ERIC Digests

Learning to write in English-as-a-Second-Language (ESL) provides learners with a voice in their new culture and enhances language acquisition. There are two general approaches to teaching writing: free writing, which is not necessarily edited or revised, and process writing which is revised and edited and shared with a wider audience. In addition, the language experience approach is often used with beginning literacy learners to provide opportunities for reading and writing through personal experiences and oral language. Teachers and learners may also have specific kinds of writing they want to do or specific skills to be developed. Writing activities that are engaging and challenging, add variety to writing instruction, and develop important literacy skills may include: having learners write about what they want to learn, by writing a simple letter, dialogue journal entry, or response to a question; reacting to a text or stimulus; writing letters, such as letters of complaint, cover letters, or advice letters; analyzing and synthesizing information; and making lists, which helps generate vocabulary and provides the basis for larger pieces. Teachers should give learners opportunities to write about meaningful topics, participate in varied writing society. Examples of servant leaders and servant leadership are drawn from religious and philosophical writings, history, and business. Chaminade University founded the Chaminade Leadership Institute in 1989 to provide servant leadership workshops to students, and since then the institute has grown into a program that offers workshops, academic courses, and community service projects. (MDM)

ED 409 765 HE 030 239

Murphy, Patricia D.; Gerst, Jeffrey
Assessment of Student Learning in Graduate Programs.
PUB DATE- 8 May 96
NOTE- 6p.; Paper presented at the Annual Forum of the Association of Institutional Research (Albuquerque, NM, May 8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Doctoral Programs; *Educational Improvement; Evaluation Methods; Graduate Students; *Graduate Study; Higher Education; Masters Programs; Outcomes of Education; *Student Evaluation
IDENTIFIERS- *North Dakota State University; *Primary Trait Scoring

This paper discusses the lack of effective assessment of student learning in graduate programs and presents the results of a case study designed to improve the assessment of graduate student learning at North Dakota State University (NDSU). Graduate faculty in several departments at NDSU decided to adapt Primary Traits Analysis (PTA) to graduate tasks in their master's and doctoral programs. PTA involves identifying the essential characteristics of successfully completed tasks or projects. Faculty began by specifying three to six student outcomes for each graduate program at each degree level. Departments then developed check sheets for use by faculty in assessing student performance on traits identified for the task. The faculty involved have concluded that PTA can be adapted for use by graduate faculty and that evidence for student assessment can be gathered that goes beyond "pass" and is useful in improvement efforts. (Contains 13 references.) (MDM)

ED 409 766 HE 030 240

State Funding for Public Higher Education: The Instructional Subsidy.
PUB DATE- Jul 90
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Budgeting; *Financial Support; Higher Education; Models; *Public Colleges; Resource Allocation; *State Aid; State Regulation; Statewide Planning
IDENTIFIERS- *Funding Formulas; *Ohio

This memorandum describes the calculations used to figure the instructional subsidy for postsecondary education in Ohio, focusing on why the model operates as it does and the implications of the current funding model. The two principle factors in the instructional subsidy model are institutional enrollments and actual costs. The model begins with the cost estimates for 15 different academic program categories,

NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accrediting Agencies; *Certification; *College Outcomes Assessment; Curriculum Based Assessment; Educational Assessment; Evaluation Methods; Higher Education; *Licensing Examinations (Professions); Occupational Tests; *Predictive Measurement; Professional Education; Program Evaluation; *State Licensing Boards; State Standards
IDENTIFIERS- *Florida

This paper discusses issues surrounding the use of licensure examination results as measures of outcome in institutions of higher education. Based on informal telephone surveys of several state university systems, and on information obtained from national certification organizations, faculty experts, reviews of the literature, and the experience of the State of Florida, the study finds no uniformity of opinion regarding the use of certification and licensure examination results to assess academic programs; examinations are seen more as a measure of student ability than program validity. Appendixes include: a list of national examination agencies by discipline; brief synopses of survey results of state universities and systems conducted from December 1997 through March 1997; a table of national licensure information by discipline; and a short monograph on the State of Florida's experiences in obtaining pass rate data. (CH)

ED 409 785 HE 030 295

Brown, Patricia Q.
Salaries of Full-Time Instructional Faculty on 9- and 10-Month and 11- and 12-Month Contracts, 1995-96. E.D. Tabs.
PUB DATE- May 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compensation (Remuneration); *Full Time Faculty; Higher Education; Private Colleges; State Colleges; State Universities; Statistical Data; Surveys; Tables (Data); *Teacher Salaries; Trend Analysis; Two Year Colleges; Universities; Women Faculty

This report presents salary data for the contract year 1995-96 for full-time instructional faculty on 9- and 10-month and 11- and 12-month contracts at postsecondary institutions in the United States. Analysis of the data shows that: (1) average salaries ranged from $64,540 for full professors to $30,344 for instructors; (2) average salaries of full-time faculty increased by 3.13 percent between 1994 and 1995; (3) full-time faculty on 9- and 10-month contracts were more likely to hold professorial rank than those on 11- and 12-month contracts; (4) average salaries of full-time faculty varied by type of institution, with those in private institutions earning slightly more than those in public institutions; (5) full-time faculty in 4-year institutions earned more than those in 2-year institutions; (6) average salaries of male faculty continued to be higher than those for female faculty; and (7) statewide average salaries varied considerably, from a high in New Jersey to a low in North Dakota. Nineteen tables summarize data by state, by length of contract, by academic rank and sex, and by type of institution. Three appendixes describe the survey and the methodology and include a copy of the survey instrument.

campus visit questionnaire. (Contains 120 references.) (JLS)

ED 409 803 HE 030 333

Sandler, Bernice R., Ed.; Shoop, Robert J., Ed.
Sexual Harassment on Campus. A Guide for Administrators, Faculty, and Students.
PUB DATE- 97
NOTE- 323p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; *Administrator Role; College Faculty; Colleges; Court Litigation; Discipline Policy; Evidence (Legal); Higher Education; *Legal Problems; Legal Responsibility; Sexism in Language; *Sexual Harassment; Student Behavior; *Student College Relationship; Student Rights; Universities

This book discusses many of the problems faced by higher education institutions in addressing sexual harassment on campus. It is an attempt to help institutions involved in the process of reexamining and revising their policies and procedures that deal with sexual harassment. The 19 chapters, each written by a nationally recognized scholar, provide sociological and psychological insights, cover current legal thought, and offer specific recommendations and guidelines for identifying and dealing with sexual harassment issues. Chapter titles are: "What Is Sexual Harassment?" (Bernice R. Sandler and Robert J. Shoop); "The Legal Context of Sexual Harassment on Campus" (Robert J. Shoop); "Student-to-Student Sexual Harassment" (Bernice R. Sandler); "Faculty-to-Faculty Sexual Harassment" (Brenda Seals); "Electronic Sexual Harassment" (Denise M. Dalaimo); "Elements of a Good Policy" (Bernice R. Sandler); "Politics of the Policy Process" (Nancy A. Wonders); "Formal Complaints" (Elsa Kircher Cole); "Informal Complaints" (Anne Truax); "The Investigation Process" (Susan C. Ehrlich); "Mediating Sexual Harassment" (Howard Gadlin); "An Effective, Integrated Complaint Resolution System" (Mary P. Rowe); "Cross-Cultural Issues and Influences" (Robin Oaks and Joycelyn Landrum-Brown); "A 'Consensual' Relationship" (Leslie Irvine; "Anatomy of a Lawsuit: Jean Jew v. University of Iowa'" (Martha Chamallas); "Untying the Gordian Knot of Academic Sexual Harassment" (Susan J. Scollay and Carolyn S. Bratt), "Recognizing Sexual Harassment" (Linda Vaden Gratch); "Advocacy and Student Victims of Sexual Harassment" (Susan K. Hippensteele); and "The Role of the President in Sexual Harassment Prevention" (Robert L. Carothers and Jayne E. Richmond). (Most chapters contain references or endnotes.) (CH)

ED 409 804 HE 030 336

Haworth, Jennifer Grant; Conrad, Clifton F.
Emblems of Quality in Higher Education. Developing and Sustaining High-Quality Programs.
PUB DATE- 97
NOTE- 253p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

(7) students in both Japan and the United States face many obstacles when seeking to study in the other country. A list of task force attendees is appended. (Contains 75 references.) (CH)

ED 409 822 HE 030 354

Building for Reauthorization. NASFAA Legislative Recommendations to the United States Congress.
PUB DATE- May 97
NOTE- 374p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Finance; Family Programs; Federal Aid; Federal Legislation; *Federal Programs; Financial Aid Applicants; *Grants; Higher Education; Need Analysis (Student Financial Aid); Paying for College; *Student Financial Aid; Student Financial Aid Officers; Student Loan Programs; Work Experience Programs
IDENTIFIERS- Direct Lending; *Higher Education Act Amendments 1992; National Assn of Student Financial Aid Admin; Perkins Loan Program; *Reauthorization Legislation

This report lists recommendations approved by the National Association of Student Financial Aid Administrators (NASFAA) for reauthorization of the Higher Education Act and is intended to be submitted to U.S. Congressional hearings scheduled for fall 1997. It covers nine major areas: (1) grant-loan imbalances; (2) level playing field loan issues; (3) grants to students in attendance at institutions of higher education; (4) the federal family education loan program; (5) federal work-study programs; (6) the William D. Ford federal direct loan program; (7) the federal Perkins loan program; (8) need analysis; and (9) general provisions relating to student assistance programs. Text for each section is arranged across three columns; the first lists the provisions of the current law, the second contains suggested legislative language to accomplish the changes sought by NASFAA, and the third column notes the rationale for the suggested revision. An appendix lists miscellaneous suggested amendments for Pell grant and other programs, Title IV eligibility, study abroad, block grants, project EASI, and implementation dates. (CH)

ED 409 823 HE 030 355

Pittman, Von
Surviving Graduate School Part Time. Graduate Survival Skills.
PUB DATE- 97
NOTE- 142p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Admission Criteria; *Admission (School); College Entrance Examinations; Continuing Education; *Distance Education; Doctoral Programs; Educational Methods; Evening Programs; Extension Education; Financial Aid Applicants; *Graduate Study; Higher Education; *Masters Degrees; Money Management; *Part Time Students; Paying for College; *Professional Education; School Catalogs; Student Costs; Student Financial Aid
IDENTIFIERS- Council of Graduate Schools; Graduate Management

Effectiveness; Learning Activities; *Outcomes of Education;

Student Attitudes; *Student Participation; Student Projects
IDENTIFIERS- Collaborative Learning; *Problem Based Learning; Technology Utilization

Project-based and problem-based learning are instructional methods that are being used to promote active and authentic learning. A graduate education course was first implemented using a project-based approach. The second time the course was offered, problem-based learning (PBL) using the Barrows (1988) tutorial process was used. The participants were graduate education students enrolled in an elective course. This paper analyzes the two offerings of the course to compare the differences between the two learning methods. Research questions focus on: student outcomes--knowledge, skills, process, and attitude; classroom strategies and interactions; types of objectives supported; student collaboration; use of technology; and issues that arise when using the methodologies in graduate courses. The study provides data which supports the use of problem-based learning in the higher education classroom. The study also provides factors to consider when designing active learning environments by comparing the different types of objectives that are best met by either problem-based learning or project-based learning. (SWC)

ED 409 841   IR 018 430

Kinzie, Mable B.; And Others
Exploring Professional Practice through an Instructional Design Team Case Competition.
PUB DATE- 97
NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); Case Studies; *Cooperative Learning; Data Analysis; Educational Strategies; Higher Education; *Instructional Design; *Instructional Material Evaluation; Profiles; *Teamwork; World Wide Web
IDENTIFIERS- *Collaborative Learning

This paper describes the design and use of a Web-based instructional design (ID) case in a team case competition involving six universities. It provides background information on case methods and techniques used to help students learn about instructional design practice. Teams participating in the 1996 competition were from: Arizona State University, Pennsylvania State University, and the Universities of Colorado-Denver, Minnesota, Southern Alabama, and Virginia. A total of 36 students participated. The case competition is described and the event methods detailed. Cases are an important instructional tool for developing professional knowledge across disciplines. When instructional design (ID) training includes applied design projects and reflection on relevant theories and techniques, the use of cases can ensure a more comprehensive preparation, as a greater number of design issues are explored and are contained in a broader array of environments than would otherwise be encountered. Use of the World Wide Web as the delivery medium of ID cases enables use of the materials by students at any institution or by interested individuals. Evaluative data is presented, based on a follow-up survey of participants and event officials. Observations about the potential value of case methods and case events, and advocates is full-scale tracking of disappointments and dangers

associated with educational technology: classism, racism, ecological destruction, and changes in beliefs about the goodness of technology in people's lives. Lists of books, video and films and articles used in helping students become technologically literate are included. The syllabus for the author's "Educational Technology: Critical Perspectives" course is included. (Contains 41 references.) (AEF)

ED 409 858 IR 018 447

Northrup, Pamela Taylor
Instructional Technology Benchmarks for Teacher Preparation Programs and K-12 School Districts.
PUB DATE- 97
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; Educational Development; Educational Equipment; *Educational Needs; *Educational Technology; Elementary Secondary Education; Guidelines; Higher Education; Mentors; Modeling (Psychology); Needs Assessment; Outreach Programs; *Professional Development; Program Development; *Teacher Education
IDENTIFIERS- *Benchmarking; Competency Needs; Florida; *Training Needs

The purpose of this study was to establish guidelines for the instructional technology elements of preservice and inservice teacher preparation programs as well as standard technological competencies for their K-12 students. To establish benchmarks reflecting preservice and inservice training needs, four analysis approaches were conducted, and data were triangulated using a qualitative pattern-matching approach. Analyses included: (1) a critical review of prominent guidelines (both national and for the state of Florida); (2) key informant meetings conducted with educators from surrounding school districts; (3) an instructional technology teacher preparation survey; and (4) a review of instructional technology literature to establish current trends in instructional technology uses in public education. The analysis revealed that the following areas were critical for preparing preservice and inservice teachers to become leaders in instructional technology: state-of-the-art laboratories; preservice teacher preparation; graduate-level preparation; higher education faculty or teacher peers as models; and inservice and outreach. Benchmarks were established for all five areas and are currently being used at the University of West Florida in: preservice teacher training, a graduate program in instructional technology, faculty development, outreach, and upgrading equipment for the laboratories. Effecting change in preservice teacher preparation and in K-12 education requires a set of clearly defined systemic benchmarks as provided through this study. (Contains 14 references.) (AEF)

ED 409 859 IR 018 448

Orde, Barbara J.
Drawing as Visual-Perceptual and Spatial Ability Training.
PUB DATE- 97
NOTE- 9p.; In: Proceedings of Selected Research and Development

materials- or message design, incorporating issues of

utilization, market, and adoption; (2) consideration of context of use is more than adding steps to a design model; (3) end users always function as designers as they appropriate and use learning resources, even if they are not involved in the formal design of the resources; (4) teachers must appropriate and adapt instructional materials to their specific needs; (5) the same negotiated dynamics between designers and teachers exist between teachers and students; (6) designers must look for total effects of interventions on all participants; (7) end users need to think like designers as well as consumers; and (8) new frameworks for understanding adoption and change are needed. (Author/SWC)

ED 409 875 IR 018 464

Chen, Lin Ching
The Effects of Color and Background Information in Motion Visuals on Children's Memory and Comprehension.
PUB DATE- 97
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Color; *Comprehension; Computer Graphics; Computer Uses in Education; Elementary Education; Foreign Countries; Grade 3; Grade 6; Grade 8; Instructional Effectiveness; *Learning Processes; *Memory; Multimedia Instruction; *Visual Aids
IDENTIFIERS- Taiwan; *Visual Complexity

This study investigates whether color and background information in motion visuals have different effects on memory and comprehension of students in various grade levels. A three-by-three factorial pretest-posttest design was used, comparing levels of visual complexity and grade levels. The instructional content was a 12-minute computer animation concerning life styles of animals. A total of 412 third, sixth, and eighth graders were randomly assigned to one of three treatment groups: simple group; simple with color group; and simple with color and background information group. All subjects received a pretest, treatment, and two posttests. The posttests were designed to test the subject's memory and comprehension of the instructional content. In addition, a questionnaire was administered to the subjects in order to understand their perceptions of visual complexity in the treatment. Results indicate that there was interaction between amount of visual complexity in motion visuals and grade level. Color and background information affected the third graders' achievement in memory and comprehension differently, while both the sixth and eighth graders' performance was not at all affected by the amount of visual complexity in motion visuals. (Contains 28 references.) (Author)

ED 409 876 IR 018 465

Rieber, Lloyd P.; And Others
The ITForum Perspective on the Internet and Publishing: Changing the Way Researchers Communicate.
PUB DATE- 97
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the

Education; Criminology; Deaf Interpreting; Employment Qualifications; Entry Workers; Environmental Technicians; Fire Fighters; Fire Protection; Government Employees; Job Skills; Job Training; Law Enforcement; Legal Assistants; Postsecondary Education; Probation Officers; Public Administration; *Public Service Occupations; Recreation; Secondary Education; Security Personnel; Sign Language; Social Services; State Curriculum Guides; *State Standards; *Statewide Planning; Student Evaluation; Teacher Aides; Teaching Guides; *Technology Education; Trainers; Urban Planning; *Vocational Education; W *Florida
IDENTIFIERS- *Florida

This document contains vocational education program course standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary and postsecondary level as part of the public service education component of Florida's comprehensive vocational education program. Curriculum frameworks are provided for 40 programs: exploration of public service occupations; principles of public service; bail bonding; civil engineering aide; civil engineering technology; correctional auxiliary officer; correctional officer; correctional probation officer; criminal justice assisting; criminal justice technology; emergency administration and management; environmental science technology; fire fighting; fire science technology; instructional services technology; interpreter training program for hearing impaired; law enforcement; law enforcement auxiliary officer; legal assisting; private security officer; public administration supervision; public administration technology; public safety telecommunication; public service cooperative education; recreation technology; sign language communication; social services technology; solid waste disposal operation; teacher assisting; traffic accident investigation; urban planning technology; volunteer fire fighting; wastewater treatment plan operation; water and wastewater technology; and water treatment plant operation. Each curriculum framework includes some or all of the following: program title, occupational area, grade level, length, certification awarded; major concepts/content covered in the course; laboratory activities; special notes; and intended outcomes. (MN)

ED 409 436   CE 074 356

Technology Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 97
NOTE- 388p.; Supersedes ED 361 581.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Communications; *Competency Based Education; Construction (Process); Drafting; *Electromechanical Technology; Electronic Equipment; Employment Qualifications; Engineering Technology; Entry Workers; Job Skills; Manufacturing; Postsecondary Education; *Power Technology; Secondary Education; State Curriculum Guides; *State Standards; *Statewide Planning; Student Evaluation; Teaching Guides; *Technology Education; Transportation
IDENTIFIERS- Florida

This document contains vocational education program course standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and acknowledged. The costs of effective literacy and basic education programs for adults and young people compare favorably with the costs of primary education. Widespread basic education is a prerequisite for economic, social, and political development, as well as for personal development and empowerment. (Twenty-seven tables/figures are included. Appended are the following: a list of 10 data sources used to prepare the tables/graphs; list of countries constituting the 6 regions discussed; and a glossary. Contains 21 references.) (MN)

ED 409 453 CE 074 402

Technology-Supported Learning (Distance Learning). Report No. 1253.
PUB DATE- 93
NOTE- 158p.; Translated and edited by Peter Olaf Looms.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Comparative Analysis; Computer Uses in Education; Conventional Instruction; *Distance Education; Educational Change; *Educational Finance; *Educational Needs; Educational Policy; *Educational Technology; Financial Support; Foreign Countries; Independent Study; Lifelong Learning; Models; Position Papers; Program Development; Strategic Planning; Tables (Data); *Technological Advancement; Teleconferencing
IDENTIFIERS- *Denmark

The Danish government asked a committee of experts to describe the problems and opportunities posed by the use of new technologies in Denmark's education system during the 1990s. The committee began by examining Denmark's educational system within the context of changes in the workplace, the economy, and technology. Three scenarios were developed that, together, constitute a framework for technology-supported learning: the time-independent learning model (learners study at home or in the workplace and maintain a continual dialogue with teachers and other learners); the simultaneously distributed learning model (learners can, thanks to satellite systems and videoconferencing) see and hear their teacher and carry on a dialogue with a teacher while studying individually or in groups); and the independent study model (students work alone with subject matter in an organized sequence of modules). The economic consequences of each scenario were analyzed and compared with those of traditional methods of educational provision. The committee concluded that technology-supported models of learning are well suited to meeting a substantial part of Denmark's future needs for lifelong education. (Twenty-four tables/figures are included. Appended are the following: terms of reference, composition, and calendar of the committee and agendas of two seminars conducted by the committee.) (MN)

ED 409 454 CE 074 403

Long, Ellen
Are We Meeting Canadian Literacy Needs? A Demographic Comparison of IALS and LEARN Research Respondents.
PUB DATE- Apr 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adults; Comparative Analysis; Demography; Developed Nations; Foreign

Equality in the Workplace. An Equal Opportunities Handbook for Trainers. Human Resource Management in Action Series.
PUB DATE- 95
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Compliance (Legal); Educational Needs; Educational Trends; Employed Women; *Equal Opportunities (Jobs); Federal Legislation; Foreign Countries; Information Networks; *Labor Legislation; Minority Groups; Needs Assessment; Organizational Climate; Program Costs; Racial Discrimination; Sex Discrimination; *Trainers; Training Methods; Workbooks
IDENTIFIERS- *Great Britain

This workbook, which is intended as a practical guide for human resource managers, trainers, and others concerned with developing and implementing equal opportunities training programs in British workplaces, examines issues in and methods for equal opportunities training. The introduction gives an overview of current training trends and issues. Discussed in part 1 are the following issues: organizing and managing equal opportunities training (strategies and policies, the organizational environment, training for managers and trainers, action planning, resources); diagnosing training needs (conducting training needs audits, persuading and negotiating, influencing training providers); and methods and approaches to training (training models, information and learning, specialist training); and working with other organizations (crossing organizational boundaries, involving the voluntary sector and local community groups). Part 2, which is devoted to the content of equal opportunities training programs, considers the following topics: problems and possibilities (the subject's unpopularity, participant views, the focus of training, trainer bias, attitude change and consequences, use of experts, program evaluation); training programs (methodology, awareness training, European Union measures, networking, positive action, women returners, women in business); and analytical training tools (techniques, sample exercises). Appended are the following: addresses of British organizations concerned with equity issues, glossary, list of equity-related British and (proposed) European Union laws, and formulas for pricing training. (MN)

ED 409 473 CE 074 458

Goad, Tom W.
The First-Time Trainer. A Step-by-Step Quick Guide for Managers, Supervisors, and New Training Professionals.
PUB DATE- 97
NOTE- 166p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adult Learning; Check Lists; Corporate Education; *Industrial Training; Instructional Materials; *Labor Force Development; Learning Processes; Material Development; *On the Job Training; Skill Development;

Chawla, Sarita, Ed.; Renesch, John, Ed.
Learning Organizations. Developing Cultures for Tomorrow's Workplace.
PUB DATE- 95
NOTE- 547p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Adult Learning; Case Studies; *Change Strategies; *Education Work Relationship; Job Enrichment; Learning Processes; Learning Theories; *Organizational Change; Organizational Climate; *Organizational Development; Teaching Methods; Work Environment
IDENTIFIERS- *Learning Organizations

This anthology contains 32 essays: "Beginner's Mind" (Sarita Chawla);"Communities of Commitment: The Heart of Learning Organizations" (Fred Kofman, Peter Senge); "Managing the Dream" (Charles Handy); "Ahead of the Wave: Valuing Gender Perspective in Learning Cultures" (Marilynne Anderson); "Mastering Change" (Rosabeth Moss Kanter); "The Renaissance of Learning in Business" (John W. Thompson); "The Transformational Leader: The Wellspring of the Learning Organization" (Jayme Rolls); "Why Smart Organizations Don't Learn" (Lisa J. Marshall et al.);"Stories for Learning: Exploring Your Circumstance" (Diane Cory, Paula Underwood); "The Seventh Story: Extending Learning Organizations Far beyond the Business" (Barbara Shipka); "Dialogue: Capacities and Stories" (Judy Brown); "Mindshift: Strategic Dialogue for Breakthrough Thinking" (Sherrin Bennett, Juanita Brown); "Language as Action: Linking Metaphors with Organization Transformation" (Susan J. Bethanis); "Generative Coaching: A Surprising Learning Odyssey" (Kendall Murphy); "Building Learning Laboratories to Create More Effective Distributed Decision Making" (W. Brian Kreutzer); "FASTBreak(TM): A Facilitation Approach to Systems Thinking Breakthroughs" (David P. Kreutzer); "The DNA of the Learning Organization" (Robert Dilworth); "Wisdom at Work: An Inquiry into the Dimensions of Higher Order Learning" (Joel Levey, Michelle Levey);"Learning Communities: An Alternative to the 'Expert Model'" (Stephanie Ryan); "Learning Out of Context" (Eric Edwards Vogt); "Vitalizing Work Design: Implementing a Developmental Philosophy" (Carol Sanford); "Development Strategies for the Knowledge Era" (Linda E. Morris); "The Faster Learning Organization (FLO)" (Bob Guns); "Managerial Practice Fields: Infrastructures of a Learning Organization" (Daniel H. Kim); "Learning as an Organization: A Journey into Chaos" (David R. Schwandt); "The Challenge of Stewardship: Building Learning Organizations in Healthcare" (Alain Gauthier); "Restructuring Education: Designing Tomorrow's Workplace" (John H. Wood); "Transforming Mental Models through Formal and Informal Learning: A Guide for Workplace Educators" (Robert Weintraub); "Leadership, Quality, and the U.S. Navy" (Robert L. Masten); "Organizational Learning: Medical Metaphor and Corporate Practice" (Alan K. Graham); "Shared Values: Nutrients for Learning" (Frank Hoffmann, Bill Withers); "Creating a Learning Organization by Accident" (Mary Byrd); "Beyond Ego to Wisdom: The Eicher Experience" (Dinesh Chandra); and "Reflections of Learning from a Gathering" (Sarita Chawla). Appendixes contain 346 recommending readings, author addresses, and an index. (YLB)

ED 409 492 CE 074 514

Eitington, Julius E.

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; Academic Achievement; *Cultural Influences; Grade 10; Grade 7; Rural Environment; Secondary Education; Secondary School Students; Self Concept; *Self Efficacy; *Sex Differences; Social Cognition; Sociocultural Patterns; *Student Attitudes
IDENTIFIERS- *Academic Self Concept; Adolescent Attitudes; *Hawaii

Social cognitive theory suggests that individuals' beliefs about their efficacy in specific contexts, such as school, influence their motivation in those settings. The relationship between various sociocultural factors and the development of adolescents' perceived academic self-efficacy are investigated in this paper. Participants (N=202), drawn from grades 7 and 10 at a rural secondary school in an island community, completed several measures of self-efficacy. Students also answered open-ended questions about grades in school, career expectations, and how they thought they were viewed by parents, peers, and teachers. The students' responses were compared to those of mainland students and analysis suggested that the island students reported lower perceived self-efficacy for academic achievement in all academic domains, except biology. This exception could be explained by the fact that the students' rural island lifestyle made them more familiar and thus more comfortable with plants and animals. Results indicate that being male and being a native islander was associated with lower self-efficacy for self-regulated learning. It is suggested that the sociocultural context provides different information to native boys and girls regarding their performances at home and at school. (RJM)

ED 409 510 CG 027 850

Fayard, Roland
Farnatchi and the Mysterious Red Bag.
PUB DATE- 95
NOTE- 61p.
LANGUAGE- English; French; Arabic
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adolescents; Children; *Early Intervention; Elementary Education; Elementary School Students; Foreign Countries; Health Materials; *Health Promotion; *Prevention; *Smoking; *Tobacco
IDENTIFIERS- *Addictive Behavior

Tobacco use poses a significant threat to young people. Ways in which to warn children between the ages of 8 and 13 about the dangers of smoking cigarettes is presented in this book. It is a health education text containing precise information presented in a simple way, through the use of fictional characters who are vividly portrayed through pictures and straightforward dialogue. It discourages the child from starting to smoke by pointing out the dangers of such action, but its main purpose is to enable children to avoid any kind of addiction. The text uses a fictional character, a young Arab student, who begins smoking cigarettes. The story follows him as his behavior leads him into dire circumstances and as he wrestles with tough decisions and difficult situations. Explicit information on how the chemicals in tobacco affects the brain, the danger of nicotine, the consequences of tobacco use, and other issues surrounding addiction are discussed. Family and peer influences are explored and positive ways in which children can focus their energies are presented. The text features vibrant pictures which emphasize the sensations and

Reading Test; Administering the Grade 4 Writing Test; Instructions for Test Administrators Following Testing; Instructions for School Coordinators Following Testing; and Instruction for District Assessment Coordinators Following Testing. Appendixes contain a sample student data grid; a school list; and information on: (1) students with disabilities for whom the assessment may be inappropriate; (2) accommodations; and (3) limited English proficient students. (RS)

ED 409 530 CS 012 838

Guiding Reading Instruction Using CBA.
PUB DATE- 93
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Curriculum Based Assessment; Elementary Education; Evaluation Methods; High Risk Students; Instructional Innovation; Reading Achievement; *Reading Instruction; Reading Strategies; *Student Evaluation; Teacher Education
IDENTIFIERS- Alternative Assessment

This module represents one of several components developed to train school personnel in the Instructional Support Team Process. Its purpose is to train school-based teams to use natural assessment and intervention techniques in building effective instructional programs for students who are academically at risk. The module is based on one form of Curriculum-Based Assessment, a form which believes that the most fundamental purpose of assessment is to guide decisions about curriculum and instruction. This guidance must reflect the real intent of instructional assessment, which is to "set and manage" favorable learning conditions for students, conditions which enable all students to achieve success in school. The module incorporates effective learning principles and teaching practices with current reading theories and instructional approaches. It is designed to reach students who experience difficulties in reading and reading related activities during the elementary school years. (Author)

ED 409 531 CS 012 840

Mowey, Sue, Ed.; Conahan, Pat, Ed.
Reading/Writing Comprehension Strategies.
PUB DATE- 95
NOTE- 258p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cloze Procedure; Elementary Education; Holistic Approach; Journal Writing; Peer Teaching; Portfolio Assessment; *Reading Comprehension; *Reading Instruction; *Reading Strategies; Teaching Guides; Writing Strategies
IDENTIFIERS- Authentic Assessment; Direct Instruction

Reading for meaning is the primary objective of reading instruction. Therefore, it is imperative that teachers focus on effective ways to instruct comprehension strategies. Concurrently, holistic assessment that is authentic, varied, reflective and ongoing is also a critical objective of reading instruction. These two objectives can be met when instruction education classroom a sensitive and knowledgeable teacher minimizes this problem. Teachers who tailor reading instruction that enhances the needs of all students truly transform the literacy paradigm for students who have historically belonged to marginalized groups. Thus, by making use of effective reading strategies such as direct instruction combined with basal reading materials and literature-based reading instruction, teachers can successfully speak to the needs of culturally and linguistically diverse students. (Contains 38 references.) (RS)

ED 409 551 CS 012 878

Nichols, William Dee; And Others
Academic Diversity: Reading Instruction for Students with Special Needs.
PUB DATE- Apr 96
NOTE- 22p.; Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading (3rd, New York, NY, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Deficit Disorders; Classroom Environment; Elementary Education; Equal Education; *Gifted; *Inclusive Schools; *Individualized Education Programs; Mainstreaming; *Reading Instruction; *Special Needs Students; Teamwork
IDENTIFIERS- *Learning Environment

Students with special needs are increasingly taught in the least restrictive environment, which often means the general education classroom. Mainstreaming and inclusion provide the most appropriate education for each student in the least restrictive setting, considering the education needs of students rather than their clinical labels. A key ingredient of the legislative mandate for mainstreaming is the development of an individualized education plan (IEP) for each student with disabilities. The general education classroom teacher's total involvement in the team process is the key to successful implementation of the IEP. A student with special needs will benefit from the same individualized approach to learning that every student needs. Attention-deficit hyperactivity disorder (ADHD) is one of the most common disorders among children. While at times this disorder can be frustrating to the teacher and disruptive to the classroom, there are effective environmental and instructional strategies that the teacher can take advantage of to ensure a successful learning climate for the child with attention-deficit hyperactivity disorder. Gifted students also require instruction matched to their needs. Today's schools are recognizing their special needs, and teachers are differentiating their reading instruction to meet these needs. In this manner, all students are ensured of an equal opportunity to succeed in school. (Contains 13 references.) (RS)

ED 409 552 CS 012 879

Schweiker, Karyn E.; Schweiker, William F.
Research Findings on Awareness, Acceptance, and Practice of Emergent Literacy Theory.
PUB DATE- 93
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater Beach, FL,

One District's Approach to Improving Student Writing: A Study of Fourth Grade 1991-92 and 1994-95 Kentucky Writing Portfolios.
PUB DATE- Mar 97
NOTE- 10p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (Baltimore, MD, March 22-25, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Grade 4; Instructional Improvement; Intermediate Grades; *Portfolio Assessment; Portfolios (Background Materials); *Student Evaluation; Student Writing Models; Teacher Surveys; Writing Achievement; *Writing Evaluation; *Writing Improvement; Writing Research; *Writing Skills
IDENTIFIERS- Muhlenberg County School District KY

A study examined student writing portfolios to determine improvement of student writing due to instructional changes under the guidelines and standards established for the Kentucky Writing Program. A random sample of 1991-92 and 1994-95 fourth-grade portfolios were analyzed, 10% from each of the 8 elementary schools in the Muhlenberg County school district. To assess the writing at four performance levels (novice, apprentice, proficient, and distinguished), the Kentucky Holistic Scoring Guide uses six criteria: (1) purpose and audience; (2) idea development and support; (3) organization; (4) sentences; (5) language; and (6) correctness. A survey of teachers and district personnel provided additional input regarding instructional changes responsible for these improvements. Results indicated significant gains in students' writing skills and the instruction they are receiving in their classrooms. The greatest improvement was reduction of the number of novice scores from 74.7% in 1991-92 to 10.7% in 1994-95. Over the same 4-year period, the apprentice scores increased from 22.65% to 64.69% and the proficient scores from 2.65% to 23.92%. Findings suggest marked improvement in focused purpose and audience awareness, and enhancement of idea development and organization, with the most noted improvement in sentences, language, and correctness. Overall, student writing became more expressive and imaginative. (CR)

ED 409 571 CS 215 911

Chambers, Paul
California Proposition 187: Pickets and Pedagogy.
PUB DATE- Mar 97
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Affirmative Action; *Educational Attitudes; *Educational Discrimination; Elementary Secondary Education; Ethnic Bias; Higher Education; *Immigration; *Political Attitudes; *Political Issues; Writing Instruction
IDENTIFIERS- *Proposition 187 (California 1994)

The passage of California's Proposition 187 has mandated political and cultural debate in composition curriculum thus exploding the de-politicized composition classroom myth. As

Sections of the handbook are: "A Quick Overview and Some Definitions"; "A Student Friendly Scoring Guide"; "A Close-Up Look at Student Writing (Before and After)"; "Tips for Parents: Things You Can Do to Help Your Young Writer"; "Responding to Your Student's Writing"; "For Student Writers: Tips on Making Your Writing Stronger"; and "Answers to Questions Parents Often Ask." A 24-item glossary of common assessment terms and a 20-item annotated list of additional resources are attached. (RS)

ED 409 589 CS 215 950

Six Questions Educators Should Ask before Choosing a Handwriting Program. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Alphabets; Child Development; Elementary School Students; *Emergent Literacy; *Handwriting; *Instructional Effectiveness; Primary Education; Reading Writing Relationship; *Skill Development; Teacher Role; Writing Readiness; *Writing Skills
IDENTIFIERS- D Nealian Manuscript; Educational Issues; ERIC Digests; Zaner Bloser Method

This Digest looks at recent research, and then asks and considers some important questions about choosing a handwriting program for young children, i.e.: (1) which alphabet is developmentally appropriate; (2) which alphabet is easier to use; (3) which alphabet is easier to read; (4) which alphabet is more easily integrated; (5) which alphabet is easier to teach; and (6) whether slanted manuscript helps with students' transition to cursive handwriting. (NKA)

ED 409 590 CS 509 524

Anderson, Laurance E.
Public Speaking Opportunities for Elementary School Students.
PUB DATE- Mar 97
NOTE- 18p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (Baltimore, MD, March 22-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Elementary Education; *Elementary School Curriculum; Instructional Innovation; Persuasive Discourse; *Public Speaking; Student Centered Curriculum; Student Needs; Teaching Guides; Teaching Methods
IDENTIFIERS- Oral Communication Across the Curriculum; *Recitation; *Speaking Across the Curriculum

This paper discusses what is perhaps the most overlooked, understated, under-rated aspect of the contemporary elementary school syllabus--the virtually forgotten 4th "R," recitation. The paper's overview points out that this component of the integrated language arts curriculum is typically deemed to be substantially subordinate when compared or contrasted to either reading or creative writing. The paper also notes that, although children often receive guidance on oral reading skills prekindergarten through the 12th grade in school year 1994-95. Current expenditures (those excluding construction, equipment, and debt financing) came to $244 billion. Three out of every five dollars were spent on teachers, textbooks, and other instructional services and supplies. An average of $5,528 was spent on each student--an increase of .5 percent from 5 years ago (after adjusting for inflation). These and other financial data on public elementary and secondary education are collected and reported each year by the National Center for Education Statistics, U.S. Department of Education. The data are part of the National Public Education Financial Survey, one of the components of the Common Core Data collection of surveys. This brief provides data on revenues and expenditures for public elementary-secondary education and expenditures per student by state. A glossary, four tables, and two figures are included. (LMI)

ED 409 609   EA 028 453

Lumsden, Linda
Expectations for Students. ERIC Digest, Number 116.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Academic Standards; Elementary Secondary Education; *Performance; Student Attitudes; Student Development; *Student Educational Objectives; Student Placement; *Teacher Attitudes; *Teacher Expectations of Students
IDENTIFIERS- ERIC Digests

Not all schools and teachers maintain uniformly high expectations for all students. Evidence suggests that schools can improve student learning by encouraging teachers and students to set their sights high. This digest synthesizes recent research about teachers' expectations and the ways in which teachers' expectations affect student performance; the ways in which teachers' beliefs translate into differential behavior toward students; other factors that influence expectations of students; students' attitudes toward and perceptions of expectations; and the ways in which teachers can maintain high expectations. Because teachers' expectations for students tend to be self-fulfilling, teachers should regularly examine their own attitudes and beliefs and treat their students as if they already are eager learners. (Contains 11 references). (LMI)

ED 409 610   EA 028 463

Doerr, Edd; And Others
The Case Against School Vouchers.
PUB DATE- 96
NOTE- 135p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Educational Finance; *Educational Vouchers; Elementary Secondary Education; Enrollment; *Equal Education; *Private Education; Public Education; *School Choice; *State Church Separation; *Tuition

Controversy over whether public funds should be used to support principals. The study examined the congruence between principals' aims and teachers' decisions; the statements regarding who or what influenced teachers' actions; and the principals' efforts to influence teachers' decisions. The theoretical framework was based on Blase's political perspective (1991) and Mazzoni's power-influence framework (1992). Data were obtained through questionnaires, documents, and interviews with 10 teachers and 2 principals in the two elementary schools. The findings show that one principal had a direct, visible influence on teachers' decisions and that the other principal showed considerably less direct influence. Teachers' curricular and instructional decisions were contingent upon a web of five interrelated factors: (1) the clarity of the principal's goals and his or her capacity to communicate and connect them to action; (2) the principal's awareness of resources; (3) the principal's motivation to deploy resources; (4) the principal's skill at employing and combining strategies; and (5) a setting conducive to principal influence. Principal influence is thus a conditional, reciprocal phenomenon. Finally, the political perspective and the power-influence framework are essentially valid and valuable tools for exploring principal-teacher interactions. (Contains 30 references). (LMI)

ED 409 629 EA 028 484

Kannapel, Patricia J.; And Others
Kentucky Education Reform after Six Years: Positive Results, Critical Issues.
PUB DATE- Mar 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Educational Change; Educational Equity (Finance); *Educational Objectives; Elementary Secondary Education; Family Programs; School Based Management; *School Restructuring; State Action; *State Legislation; *State School District Relationship
IDENTIFIERS- *Kentucky Education Reform Act 1990

In 1990 the Kentucky General Assembly passed one of the most comprehensive and innovative reform laws in the nation, the Kentucky Education Reform Act (KERA). Under this law, schools must meet state-defined goals to receive financial rewards. This paper presents findings of a 6-year, field-work study of education reform in four rural Kentucky school districts. Methods included interviews, observation, and document review. The data indicate that the reform effort has achieved and maintained momentum; funding for education has increased and become more equalized; instructional and curricular change has occurred; educators and parents report that students have become better writers and thinkers; family resource/youth services centers have met many student and family needs; and decision making has devolved to the school level. However, several critical issues remain. The state testing and accountability programs are not well accepted; finding time for reform is difficult; the primary program has not been implemented as intended; many educators and parents perceive that students are missing out on basic skills; and the emphasis on parent involvement at the local level has decreased. (Contains 25 references). (LMI)

(120)
DESCRIPTORS- Bureaucracy; *Decentralization; *Educational Change; Educational Improvement; Educational Supply; Elementary Secondary Education; *Federal Regulation; Governance; Nontraditional Education; Performance; Privatization; Public Schools; *School Choice; School Effectiveness; School Organization; *School Restructuring

Most of the industrialized world retains an obsolete, tracked, multitiered public education system that prepares some children for university and others for blue-collar jobs. This educational design neglects changes in technology, family structure, and community life, and its bureaucratized management values uniformity and process over initiative and results. Education in the United States lacks clear standards, sound assessments, and effective accountability mechanisms. Various reform efforts over the last 13 years have been generally unproductive. The 1990s, however, seem more receptive to a different paradigm of school reform--reinventing public education. A reinvented public-education system would welcome diverse strategies and dissimilar schools organized and run by teacher cooperatives, parent associations, private corporations, community-based organizations, and religious institutions. Students and families would choose the schools best suited to them in a system that requires little bureaucracy and few regulations. The new "reinvention" paradigm of school reform is not incrementalist, top-down, or uniform. The new paradigm welcomes decentralized control, entrepreneurial management, and grass-roots initiatives, within a framework of publicly defined standards and accountability. (LMI)

ED 409 650 EA 028 514

Vanourek, Gregg; And Others
Charter Schools As Seen by Those Who Know Them Best: Students, Teachers, and Parents. Charter Schools in Action Project, Final Report--Part I.
PUB DATE- Jun 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Charter Schools; Educational Assessment; Elementary Secondary Education; Nontraditional Education; *Parent Attitudes; Participant Satisfaction; Performance; School Choice; *School Demography; *Student Attitudes; Tables (Data); *Teacher Attitudes; Teacher Characteristics

Although charter schools have provoked much interest, there has not been a systematic nationwide effort to ask the clients and teachers of charter schools what they think about them. During the 1996-97 school year, Hudson Institute's Charter Schools in Action Project gathered quantitative data that describe 50 charter schools enrolling approximately 16,000 students in 10 states. The data were gathered through a survey of 4,954 students (fifth grade and older) attending 39 schools; 2,978 parents of students attending 30 schools; and 521 teachers in 36 schools. Findings indicate that: (1) charter schools are havens for children who had bad educational experiences elsewhere; (2) charter schools are very popular with their primary constituents; (3) families and teachers are seeking out charter schools primarily for educational reasons; (4) satisfaction levels are highest for all three groups when it

Parrish, Thomas B.; And Others
State Special Education Finance Systems, 1994-95.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 97
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Administrators; *Cost Effectiveness; *Disabilities; *Educational Finance; Efficiency; Elementary Secondary Education; Financial Support; National Surveys; School Districts; *Special Education; *State Aid; State Programs
IDENTIFIERS- *Funding Formulas

This report is the result of a 1995 national mail survey of state special education administrators concerning mechanisms used by states to fund special education services for school-age children with disabilities and the costs to provide these services. All 50 states and the District of Columbia responded to the survey. Part 1 contains three sections that provide descriptive information on the special education finance systems in the states and the policies that guide them, special education revenues and expenditures, and a conclusion addressing the implications of the data. Among these are that growth of the special education population is at a faster rate than the general education population; a shift is occurring from state to increased local funding; and current interest in restructuring education suggests increased efforts to improve the effectiveness of programs for children with disabilities while containing expenditures. Possibilities for increasing efficiency are identified (such as increasing integration across categorical program areas) as are fiscal policies that conflict with reform goals and accountability issues. Part 2 of the report provides abstracts of each state's funding mechanism (arranged alphabetically by state)for the 1994-95 school year. Extensive tables and figures present supporting detail. An appendix lists special education funding contacts in each state. Contains 25 references. (DB)

ED 409 670 EC 305 712

Haensly, Patricia A.; Lehmann, Patricia
Nurturing Giftedness while Minority Adolescents Juggle Change Spheres.
PUB DATE- 96
NOTE- 28p.; Paper presented at the Annual Convention of the National Association for Gifted Children (43rd, Indianapolis, IN, November 2, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Biological Sciences; Black Students; Cognitive Processes; Cultural Influences; Developmental Stages; *Enrichment Activities; *Environmental Education; *Gifted; Grade 8; Hispanic Americans; Junior High Schools; *Minority Group Children; Outdoor Education; *Program Effectiveness; Social Development; Student Attitudes; Student Needs

For each of two years, 50 Hispanic and Black eighth graders were selected for a field-based, environmental science summer program designed to nurture math and science talent and each item in the assessment component. Evaluation indicated the assessment component was valid and reliable and that the staff development procedures were effective. Appended are the teacher's guide to the math assessment videodisc program and a list of publications generated by the project. (DB)

ED 409 687 EC 305 733

Buckner, Cari
Meeting the Needs of Gifted Students in the Inclusion Classroom.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Objectives; Educational Planning; *Educational Strategies; Elementary Education; *Enrichment Activities; *Gifted; *Inclusive Schools; Mainstreaming; Parent Participation; *Portfolio Assessment; Self Determination; *Student Evaluation; Student Placement

This paper discusses strategies that can be used in an inclusive elementary classroom to give gifted children the opportunity to choose, plan, and develop individual projects that will add meaning and purpose to their education. The steps toward providing instruction for gifted students are described, including the beginning of the year assessment and evaluation, conferences with students and their parents to allow the students to set goals for themselves, and the development of the student educational plan. Effective strategies for adapting instruction and curriculum for the gifted children are outlined, including: (1) curriculum compacting; (2) involving students in Type 1 activities such as guest speakers, performances, videos, television programs, and field trips; (3) involving students in Type II Activities such as setting goals, predicting, determining cause and effect, following directions, making inferences, and analyzing data; (4) individual or small group student projects in a self-selected problem or area of study; and (5) enrichment clusters. The use of work portfolios, show portfolios, and teacher portfolios to assess student progress is discussed. Appendices include a form for personal interest inventories, an SEP planning worksheet, a form for determining student goals and objectives, and a form for developing a student educational plan. (CR)

ED 409 688 EC 305 735

McIntire, Dean P.
Multimedia Interactive Learning System for Interpreters. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 14p.; Accompanying CD-ROMs not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Sign Language; *Computer Assisted Instruction; Computer Software; Computer Uses in Education; *Deaf Interpreting; *Deafness; *Grammar; Higher Education;

PUB DATE- Mar 97
NOTE- 10p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Faculty Development; *Faculty Evaluation; Language Teachers; *Portfolio Assessment; *Professional Development; Second Language Instruction; *Teacher Evaluation

Use of portfolios as a tool for English-as-a-Second-Language (ESL) teacher development and evaluation, using principles and practices borrowed from portfolio use to assess learner progress, is advocated. The origins of portfolios in art and other professions and their adaptation for teaching are outlined. The structure of such a portfolio is then discussed, with three forms of materials to be incorporated: materials from the teacher (statement of teaching responsibilities, course description and instructional materials, reflective statement, self-evaluation); materials from others about the teacher (colleague and supervisor statements, student course evaluations, evidence of research); and the products of good teaching (student test scores, student work samples, statements of subsequent student academic and career outcomes). An experiment with portfolio use for teacher assessment in one department is described, including types of portfolio materials selected and what they revealed about instructional innovation. Finally, basic questions about portfolio design and use are addressed. Contains five references. (MSE)

ED 409 707 FL 024 637

Tarnopolsky, Oleg B.
Intensive Immersion ESP Teaching in the Ukraine: Theoretical Foundations and Practical Results.
PUB DATE- 96
NOTE- 11p.; Paper presented at the European Conference on Immersion Programs (3rd, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; *Business Communication; College Second Language Programs; Course Descriptions; Course Evaluation; Course Organization; *English for Special Purposes; English (Second Language); Foreign Countries; Graduate Study; Higher Education; *Immersion Programs; Instructional Effectiveness; *Intensive Language Courses; Language Tests; Student Evaluation
IDENTIFIERS- *Ukraine

An intensive course in English for business communication, offered at an institute for graduate-level teacher training in Ukraine, is described. An introductory section examines the need for and approaches to English-as-a-Second-Language teaching in Ukraine. The course consists of two main parts: a 14-week intensive general English class, titled "Starting Business Relations," and to develop basic communication skills and characteristic behavior patterns of English-speakers, and a 14-week immersion class in English business communication for a wide range of business-related contexts. This class, bearing the title "Nine Steps in London," is divided into nine steps employment patterns and the timing required to make job applications. The second section looks at information important to include in the resume (personal, education and credentials, experience, publications and presentations, specialization and interests, professional association membership), the contents of the cover letter, the way interviews are conducted, and the importance of professional connections. The final section examines cultural factors, beginning with the structure of the Japanese educational system and including culture-based communication patterns, the concept of harmony, village culture, conflict resolution and change, and moral and social values affecting intercultural relationships. Contains 11 references. (MSE)

ED 409 727 FL 024 660

Nelson, John; And Others
Evaluating Elementary School LEP Language Skills: A Comprehensive Model.
PUB DATE- Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Students; *English (Second Language); Language Skills; *Language Tests; *Limited English Speaking; *Student Evaluation; *Test Construction; Test Use; Test Validity

This paper describes a battery of evaluation instruments designed to test the language skills of limited-English-proficient (LEP) elementary school students (K-6). The battery assesses students in four language skills (listening, speaking, reading, writing), uses educational tasks similar to those required in mainstream instruction, and reflects the cognitive abilities of elementary school age children. The questions of all tests are based on a single story, told through pictures, of a girl's first day at a new school. Tests include assessments for grades K-1, 2-3, and 4-6, and were field-tested, validated, and calibrated through a school system. A chart details the test titles and types and their appropriate grade levels, skills targeted, sub-score points, and total points. These sample tests and related documents are included: K-6 scoring sheet for listening and oral production; K-1 reading test form; K-1 writing test form; teacher instructions for the K-1 reading and writing tests; grades 2-3 reading test; grades 4-6 reading test; dictation answer sheet for the grades 2-3 and 4-6 writing tests; writing prompts for grades 4-6; and scales for evaluating grades 2-3 writing samples. Data on test validation and test ordering information are appended. (MSE)

ED 409 728 FL 024 661

Robbins, Jill
Language Learning Strategies Instruction in Asia: Cooperative Autonomy?
PUB DATE- Nov 96
NOTE- 39p.; Paper presented at Autonomy 2000 Conference (Bangkok, Thailand, November 20-22, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

activities, and feel that their writing has value. Contains 12 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 409 747 FL 801 174

Nixon, Thomas; Keenan, Fran
Citizenship Preparation for Adult ESL Learners. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Citizenship Education; Class Activities; Classroom Techniques; Educational Needs; Educational Strategies; *English (Second Language); Federal Government; *Immigrants; Information Sources; *Limited English Speaking; *Literacy; Literacy Education; Public Agencies; Reference Materials; Second Language Instruction; Standardized Tests; Teacher Role; Testing; Time Factors (Learning)
IDENTIFIERS- ERIC Digests; Immigration and Naturalization Service

Recent levels of naturalization have reached record highs. Since 1950, most applicants must meet strict English literacy and civics requirements. An Immigration and Naturalization Service (INS) examiner evaluates the applicant's knowledge of U. S. history and government, administers a short written dictation, and conducts an oral interview. Citizenship classes are often offered within publicly-funded education programs or at community or social service organizations. The rate of low-literate learners in these classes is rising. The teacher's role is to teach about the naturalization process and the benefits of citizenship, prepare the student for the oral and written exams, empower the student, and provide referrals for legal advice. Teachers use two basic approaches to teaching citizenship: conducting a social science or civic education course, or teach only the items on the exam. Learners often enroll just before the INS interview, leaving little time to develop adequate skills. Class activities based on the exam may include: arranging the 100 INS questions by theme; class contests; information gap activities; tape recording; flash cards; dictation; role-playing; drill patterns; cloze exercises; and testing practice. A number of information sources are available to teachers. Contains 10 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 409 748 FL 801 175

Grognet, Allene Guss
Integrating Employment Skills into Adult ESL Instruction. ERIC/PAIE Q & A.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 97
NOTE- 6p.; A product of the Project in Adult Immigrant Education (PAIE).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Educational Needs; Employment Patterns; *English (Second Language); Job Skills; *Labor Force

adjusted for inflation and multiplied by anticipated enrollments, which yields an estimate of total institutional costs in five major cost elements. Final estimates result from subtracting student fees and other local revenues from total expected spending. Illustrative data are provided for a fictional institution with an estimated enrollment of 1,000 students. This formula-driven mechanism for state funding is based on legislative decisions made nearly three decades ago and is relatively complex due to the varied size and type of institutions funded under the model and the need to moderate funding declines for institutions experiencing temporary enrollment declines. It is concluded that although complex, the instructional subsidy model allows the General Assembly to set general levels of overall spending for public postsecondary education relatively quickly and easily. (MDM)

ED 409 767 HE 030 241

Belcheir, Marcia J.
Who's Doing What? A Report on Assessment Activities at the Departmental Level. Research Report 96-05.
PUB DATE- Nov 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Core Curriculum; *Departments; Educational Objectives; Higher Education; Institutional Evaluation; *Majors (Students); Mission Statements; *State Universities; *Student Evaluation
IDENTIFIERS- *Boise State University ID

This report presents the results of a survey of student assessment activities conducted by departments at Boise State University in Idaho. The university's 55 departments were asked to provide information on the evaluation process for their majors and for any core courses they offered. The survey found that most of the departments had completed mission statements and nearly three-fourths had goals and objectives for student learning. Less than half, however, had developed plans that show where each goal is addressed, and only about one-fourth have ways to measure how well each goal is being met. While over 90 percent of departments indicated that they used program review, student surveys of courses and faculty, and internships with performance feedback to collect assessment information, there were many differences in which other methods they employed. Departments were not nearly as advanced in developing assessment plans for the core courses they offered, with less than half having completed mission statements and only 9 percent having ways to measure how each goal is being met. Appendixes include a copy of the survey instrument and departmental listings of the stages in the development of assessment processes. (MDM)

ED 409 768 HE 030 242

Belcheir, Marcia J.
Who Are Our Students and What Are Their First Semester Experiences? A Look at Fall 1995 New Freshmen. Research Report 97-01.
PUB DATE- Jan 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

(CH)

ED 409 786 HE 030 296

Starting Salaries of College Graduates. Indicator of the Month.
PUB DATE- Jun 97
NOTE- 4p.; Extracted from "The Condition of Education, 1996."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Outcomes Assessment; Employment Opportunities; Graduate Surveys; Graduates; Higher Education; *Labor Market; Labor Needs; *Majors (Students); *Salary Wage Differentials; Student Educational Objectives
IDENTIFIERS- *Starting Salaries

This brief summary report provides data on differences in starting salaries of college graduates and the related changing demands of the labor market. The report notes that: (1) between 1977 and 1993 computer sciences and engineering graduates had much higher starting salaries than graduates in all other fields of study; (2) while starting salaries for humanities and education graduates have varied over time, generally they were considerably lower than starting salaries for all graduates; (3) among 1993 graduates females were more likely than males to major in education, and males were more likely than females to major in computer sciences and engineering; (4) the most common field of study for both males and females was business; and (5) median starting salaries for 1993 male graduates were higher than those for females. Two tables provide data for percentage difference between median starting salaries for all graduates versus graduates in particular fields of study for the years 1977-93, and annual median starting salaries of 1993 graduates by sex and major field of study; starting salaries of college graduates by field of discipline are graphed. (CH)

ED 409 787 HE 030 297

Relationship between High School and College Performance by Maryland Students. Student Outcome and Achievement Report.
PUB DATE- Jun 97
NOTE- 20p.; For previous study, see ED 404 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Bound Students; College Freshmen; College Outcomes Assessment; *College Preparation; Evaluation Criteria; Grade Prediction; *Grades (Scholastic); *High School Graduates; High Schools; Higher Education; Performance; Performance Factors; Predictive Measurement; Predictor Variables; Regression (Statistics); Sex Differences; Socioeconomic Status; Student Characteristics; Student Evaluation; Tables (Data)
IDENTIFIERS- *Maryland

This study examined the relationship between students' academic performance in high school vis-a-vis their performance in the first year at college. The study analyzed data on students who graduated from Maryland high schools in the 1994-95 academic year and who were enrolled in 2- and 4-year Maryland public institutions or in one of 11 state-aided independent institutions. The study distinguished between students who did or did not complete a college preparatory curriculum in high

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; Classroom Environment; *College Outcomes Assessment; Curriculum Evaluation; Educational Improvement; *Educational Quality; Higher Education; Instructional Effectiveness; Mentors; Models; Outcomes of Education; Participation; Program Effectiveness; Program Evaluation; Quality Control; Student Development; Student Educational Objectives; Teacher Role; *Teacher Student Relationship; Theories
IDENTIFIERS- Interactive Courseware; *Interactive Teaching

This book proposes an "engagement" theory of program quality to evaluate and improve higher education programs at all degree levels. Based on interviews with 781 participants in a national study of Masters degree programs, it focuses on the interactive roles of students, faculty, and administrators in developing high-quality programs that emphasize student learning and development. The theory proposes five clusters of program attributes: (1) diverse and engaged participants--faculty, students, and leaders; (2) a participatory culture, which is defined as requiring a shared view of program direction, a community of learners, and a risk-taking environment; (3) interactive teaching and learning, encompassing critical dialogue, integrative learning, mentoring, cooperative peer learning, and out-of-class activities; (4) connected program requirements, which includes breadth and depth of course work, a professional residency requirement such as university research and teaching assistantships, and a culminating program activity; and (5) adequate resources that provide support for students, for faculty, and of the basic institutional infrastructure. An extensive template that can be used to assess program quality is included in a chapter on developing and sustaining high-quality programs. A final chapter discusses the proposed engagement theory in relation to the literature. A technical appendix covers research methods and procedures. (Contains 275 references.) (CH)

ED 409 805 HE 030 337

Girden, Ellen R.
Evaluating Research Articles from Start to Finish.
PUB DATE- 96
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Analysis of Variance; Case Studies; Classification; Comparative Analysis; Correlation; *Critical Reading; Discriminant Analysis; Factor Analysis; Higher Education; Qualitative Research; Quasiexperimental Design; Regression (Statistics); *Research Design; *Research Methodology; Statistical Analysis; Surveys

This book in intended to train students in reading a research report critically. It uses actual research articles as examples including both good and flawed studies in each category and provides interpretation and evaluation of the appropriateness of the statistical analyses in each study. Individual chapters usually include two sample studies and evaluation comments. Evaluative questions are grouped into four categories: (1) the rationale and purpose of the study; (2) design of the study; (3) statistical analyses of the data; and (4) the conclusions.

Admission Test; Graduate Record Examinations
This book is intended as a guide for working adults planning to attend graduate school on a part-time basis. Written in an informal, conversational style, it begins with a review of the development of graduate school as a part-time phenomenon and the changing nature of graduate degrees, and notes that what works for master's degree study may not apply at the doctoral level. Chapters 2 and 3 offer information on such matters as selecting a program, formats for part-time study, the admissions process, distance study and distance education methodologies, and international universities. Chapters 4 and 5 cover such topics as how to plan and prepare for graduate study, checking out facilities, equipment, and the types of classes offered, and reviewing catalogs for possible barriers and regulations. Chapter 6 covers financing, and discusses costs, financial aid, loans, and employer support; and Chapter 7 talks about how to organize one's personal life while attending school part time. Four appendixes list regional and specialized accrediting agencies, reprint the Council of Graduate Schools guidelines, provide references and ordering information for Graduate Record Examination and Graduate Management Admission Tests; and suggest references and World Wide Web sites for financial aid sources. (Most chapters contain references.) (CH)

ED 409 824 HE 030 356

Schwartz, Martin D.; DeKeseredy, Walter S.
Sexual Assault on the College Campus: The Role of Male Peer Support.
PUB DATE- 97
NOTE- 230p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Aggression; Athletics; Behavior Standards; Colleges; *Crime; Crime Prevention; Discipline Policy; Drinking; Higher Education; Males; Peer Acceptance; Peer Groups; *Peer Influence; *Rape; School Policy; School Security; Sex Stereotypes; *Sexual Abuse; Sexual Harassment; Theories; Universities; Verbal Abuse; *Victims of Crime; *Violence
IDENTIFIERS- Gangs; Male Female Relationship; Masculinity
This book links research on two topics--sexual assault on North American college and university campuses and the role played by male peer support in such assaults. Disputing the notion that college campuses are safe havens from crime, the first chapter defines sexual assault, notes the incidence and prevalence of campus sexual assault, and discusses why assault victims are not taken seriously. Chapter 2 reviews several male peer-support theories of sexual assault, including Kanin's reference group theory, the standards of gratification thesis, and Sanday's psychoanalytic theory of gang rape. Chapter 3 deals with the effect on attitudes and behavior of growing up in a rape-supportive, male-dominated culture; it reviews studies of masculinity, and covers sexual abuse before college, rape myths, pornography, hidden victims and how woman abuse affects men, which is illustrated by a personal narrative. Chapter 4 covers the main factors associated with campus sexual assault--alcohol consumption, male peer-support group membership, sports team violence, and the absence of deterring actions by university authorities. Chapter 5 reviews prevention strategies and policies, ranging from opportunity reduction to educational campaigns to alcohol policies to codes of conduct and

recommendations for future development are provided. Team collaboration and competition are noted as motivating factors for students. (Contains 14 references.) (Author/SWC)

ED 409 842 IR 018 431

Klein, James D.; And Others
Effects of Cooperative Learning and Affiliation during an ITV Lesson.
PUB DATE- 97
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Affiliation Need; *Cooperative Learning; Data Analysis; *Educational Television; Higher Education; *Individual Instruction; Instructional Effectiveness; Interaction; Interpersonal Relationship; *Student Attitudes; Undergraduate Students

This study examines the effect of cooperative versus individual learning strategies and the need for affiliation on achievement, attitude, and student interactions when receiving instructional television lessons. Subjects (n=126) were undergraduate education majors enrolled in a required course in educational psychology. Subjects classified as high or low affiliation used either a cooperative or individual learning strategy while receiving instruction from a television lesson. Study participants completed a need for affiliation scale, viewed an instructional television program on objectives-based assessment, answered questions for practice and read feedback sections in a workbook, and took a posttest following the program. The television lesson was designed following a competency-based approach and included objectives, information, examples, practice, feedback, and review. Results include: (1) there was no significant difference between subjects who used cooperative and individual learning strategies when overall achievement and application were tested; (2) subjects who worked alone performed significantly better on the knowledge portion of the posttest than those who worked cooperatively; (3) the need for affiliation was related to attitude toward future learning activities; and (4) the need for affiliation was related to student interaction behaviors. Study results indicate that cooperative learning does not always increase learning from instructional television that has been systematically designed. (Contains 24 references.) (SWC)

ED 409 843 IR 018 432

Knupfer, Nancy Nelson
New Technologies and Gender Equity: New Bottles with Old Wine.
PUB DATE- 97
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; Cognitive Processes; *Correlation; Creative Art; Freehand Drawing; *Information Processing; Skill Development; *Spatial Ability; *Visual Arts; Visual Literacy; *Visual Perception; Visualization
IDENTIFIERS- Brain Functions; Visual Communication

This paper illustrates and explains the relationship between drawing ability and spatial and visual-perceptual ability; it defines those terms and explores their connection to intelligence and information processing as well as their potential implications for education and training. Discussion covers results of recent studies, which suggest that art behavior and spatial ability are normally distributed. In addition, the paper shows that drawing and spatial/visual-perceptual skills demand similar brain functions for information processing: drawing, as an output of visual perception, enables the conversion of an abstract visualization to a concrete product. This involves a cognitive operation, sometimes called information processing, which allows transference of one type of information to another. The suggested implication is that all students have drawing and spatial potential that may be developed through art education in general, and through drawing experiences in particular. Training in visual literacy, in drawing, and in communication through visual perception may enhance the effectiveness of the use of computers and multimedia, an ever-present and growing force in today's society. (Contains 49 references.) (AEF)

ED 409 860 IR 018 449

Persichitte, Kay A.; And Others
Conducting Research on the Internet: Strategies for Electronic Interviewing.
PUB DATE- 97
NOTE- 6p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; *Electronic Mail; Evaluation Methods; Guidelines; Higher Education; Information Technology; Interaction; Internet; *Interviews; Questioning Techniques; *Research Methodology; Validity
IDENTIFIERS- *Communication Behavior; Cyberspace; Electronic Media; Face to Face Communication

This study provides guidelines for using electronic mail for data collection and sheds light on some of the substantive issues related to research via this medium. Researchers creating electronic interview situations for the study stressed that the atmosphere should be informal and conversational. Interviewees were encouraged to use typical expressions of emotion--"emotext" or "emoticons"--and to use other innovative ways of expressing their feelings or emphases. The topic addressed was how the respondents used technology. Results indicated that many of the difficulties inherent in face-to-face interviews

Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Networks; Copyrights; Educational Technology; Electronic Publishing; Feedback; Higher Education; *Information Dissemination; Information Networks; Internet; *Online Systems; Publications
IDENTIFIERS- *Listservs; Professional Community; *Scholarly Communication; Scholarly Information Exchange

ITForum is an electronic listserv that discusses theories, research, new paradigms, and practices in the field of instructional technology. ITForum is a unique and thriving electronic community of instructional technology scholars and professionals. By offering a schedule of papers and the opportunity to discuss them with the author, ITForum makes a valuable contribution to the professional community. Students, faculty members, and IT professionals alike have an equal opportunity to ask questions and make observations. The authors of papers receive immediate feedback from a large pool of interested and knowledgeable professionals from around the world. Consequently, listservs like ITForum offer the opportunity for scholarly work to become a much more interactive process between authors and readers than is currently the case in traditional publications. ITForum and other listservs like it bring the professional community into a global perspective. Colleagues from different countries can share ideas and experiences as if they worked on the same floor. This paper addresses the issues of: dealing with an iterative mission and purpose; publishing as a process rather than a product; access to people with different backgrounds, perspectives, and cultures; developing a research community; potential pitfalls of computer mediated communication (CMC); "netiquette" and standards of use; achieving critical mass; conflicting viewpoints; providing access to past discussions; and copyright and intellectual property. (Author/SWC)

ED 409 877 IR 018 466

Shih, Yu-Fen; And Others
Effects of Knowledge Abstraction with Anchored Instruction on Learning Transfer.
PUB DATE- 97
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; Cognitive Processes; *Communication (Thought Transfer); Foreign Countries; Grade 5; Information Processing; Information Utilization; Intermediate Grades; Learning Strategies; Learning Theories; *Problem Solving; *Transfer of Training
IDENTIFIERS- *Anchored Instruction; Far Transfer; Near Transfer; Self Reflection; Taiwan

Transfer of learning is one of the major purposes of education. Theories and research have tried hard to answer questions such

job preparatory programs offered at the secondary and postsecondary level as part of the technology education component of Florida's comprehensive vocational education program. The technology education courses standards are organized around, but not limited to, the technological categories of drafting, electronics, communications, construction, manufacturing, production, energy, power, transportation, aerospace, engineering, and supporting content areas. Curriculum frameworks are provided for 14 programs/clusters: integrated technology studies; orientation to technology; exploration of graphic communications technology; exploration of power and transportation technology; technology systems; technology applications I, II, and III; communications technology; construction technology; drafting and illustrative design technology; electronics technology; material and processes technology; and power and transportation technology. Each curriculum framework includes some or all of the following: program title, occupational area, grade level, length, certification awarded; major concepts/content covered in the course; laboratory activities; special notes; and intended outcomes. (KC)

Countries; *Individual Characteristics; *Literacy Education;
Student Interests
IDENTIFIERS- *Canada

An investigation compared the demographic profiles of the International Adult Literacy Survey (IALS) and LEARN respondents to explore whether people who telephone Canadian literacy groups are representative of the full range of people with literacy needs. (LEARN is ABC Canada's media campaign to link potential learners with literacy groups.) Information was collected from more than 3,500 callers. Findings indicated that, in general, a number of demographic groups were not being reached in proportion to their literacy needs. Canadians between ages 16-44 were dramatically overrepresented among callers to literacy groups. Canadians more than 45 years of age were dramatically underrepresented. Although 55 percent of Canadians without high school diplomas were more than 45 years old, only 12 percent of LEARN callers were in this group. The fewer years of education those without a high school diploma had, the less likely they were to call literacy groups. Women with some secondary education made 10 percent fewer calls than expected and men 10 percent more than expected. In urban areas, women called 9 percent less often than expected, and in rural areas 2 percent more often. LEARN respondents were even more likely to be unemployed or to have part-time work than their educational peers from IALS. (YLB)

Teacher Student Relationship; Training Methods; *Training Objectives
IDENTIFIERS- *Trainer Role

This book, which is intended for new training professionals and others asked to provide training, lists the critical elements of training and details an eight-step process for providing training in the workplace. The book begins with a brief introduction explaining the purposes of training and why it has become so important. The next eight sections explain the following steps to effective training: facilitate learning; focus on performance (establish the objective of the training and keep on track); focus on learning (make sure the training provides the maximum possibility for participant learning, with emphasis on how adults and organizations learn); be prepared (develop the materials needed for effective training); deliver effectively (learn the communication skills needed to present training sessions successfully); get learners involved (learn to develop the best in all participants and different ways to deliver the training; get feedback (develop ways to determine training success); and improve continuously (keep an up-to-date trainer's portfolio and strengthen existing training skills). Concluding the book is a chapter on training resources that contains lists of 10 recommended books and 10 sources of training videos, products, and services. Forty-four exhibits are included. (MN)

The Winning Trainer. Winning Ways To Involve People in Learning. Third Edition.
PUB DATE- 96
NOTE- 625p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Active Learning; Adult Education; Case Studies; *Experiential Learning; Games; *Job Training; Learning Activities; Learning Experience; Learning Strategies; Problem Solving; Program Design; Role Playing; *Small Group Instruction; Student Evaluation; Teaching Guides; Teaching Methods; *Team Training

This updated and expanded edition provides a number of new concepts and techniques that should prove valuable to the trainer who is interested in involving his/her learners experientially. It primarily cover methods that relate to the delivery of the training. The book's organization reflects group-in-action bias--the more participative, experiential methods appear in the chapters at the beginning, and the less involving methods appear at the end. Each of the 20 chapters has this structure: description of concepts and techniques, summary of key points, references, and annotated list of recommended readings. Chapters are as follows: How to Start Things Off; Using Small Groups Effectively; Basic Techniques for Small Group Training; Additional Techniques for Small Group Training; Role Playing; Using Games and Simulations; Using Exercises; Using Puzzles; Instrumentation--A Tool for Self-Discovery Learning; Defining a Problem and Generating Data About It; Generating Solutions to a Problem; Selecting and Implementing a Solution; Team Building: Overcoming the "Lone Ranger" Syndrome; The In-Basket Exercise--How to Conduct and Design It; Other Key Group-in-Action Tools; Involving Participants in Film/Video; Maximizing Participation and Learning in the Case Method; "If You Must Lecture...;" Using Participative Methods to Evaluate Training; and How to Overcome the Transfer Problem. The final chapter, Ancillary Issues and Techniques, is concerned with various participative training issues rather than with techniques or methods. Appendixes contain a glossary, worksheets and other training tools, and an index. (YLB)

dangers of tobacco use. All text, including title and prefactory material, is provided in three languages: Arabic, French, and English. (RJM)

ED 409 511   CG 027 851

Blendinger, Jack; And Others
Controlling Aggressive Students. Fastback Series, No. 387.
PUB DATE- 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aggression; *Behavior Problems; Decision Making Skills; High Risk Students; *Interpersonal Competence; *Intervention; *School Security; Secondary Education; Secondary School Students; *Student Behavior; Teacher Student Relationship
IDENTIFIERS- *Middle School Students; Middle School Teachers

Coping with aggressive student behavior is crucial to providing a safe and orderly classroom and school environment. Approaches for improving student behavior, ranging from enhancing a student's interpersonal skills to restraint techniques (such as the prudent use of physical force) are covered in this booklet. The material blends information in the literature, which covers aggressive student behavior, with the experiences of teachers and administrators. Practical solutions are emphasized. The information is presented in a story format in which two young teachers set out on a journey to learn more about successfully coping with a student whose behavior is out of control. The teachers' journey takes them on a visit to an exemplary middle school, where they learn about keeping the student's behavior in bounds, improving interpersonal skills, developing social decision-making skills, and using restraint techniques, some of which are illustrated. Ways in which teachers can explore their own hot-button issues are also offered, as is a scenario in which a teacher uses "verbal judo" to defuse a tense situation with a student. The text closes with a 10-point checklist for reviewing the different ideas covered in these two fictional teachers' day. (RJM) and assessment occur in concert. The result of such a "marriage" is assessment that guides instruction. This guide presents examples of comprehension strategies that reflect such a philosophy and can be used before, during, and after reading experiences. The booklet notes that direct instruction and modeling of the strategies is crucial. After a chart of comprehension strategies, a portfolio strategies/assessment checklist, and an assessment chart, the booklet presents sections on Before, During, and After; Book Introductions; CLOZE Procedure; Five Finger Approach; KWL KTL Strategy; Question Matrix; Reading Conference Record; Reciprocal Teaching; Reflective Sharing; Retelling; Running Records; Self Reflective Tools; Shared Reading Approach; Teaching for Fluency; Think Aloud/Think Along; Vocabulary Sort; Writing to Learn Journals; and "Yes/No/Why? It Reminds Me of...." (Contains 48 references.) (RS)

ED 409 532 CS 012 849

Ediger, Marlow
Success in Reading.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Cooperation; Elementary Education; Learning Activities; Learning Motivation; Learning Strategies; *Reading Achievement; *Reading Instruction; Student Motivation; Teacher Role
IDENTIFIERS- Scaffolding

The reading teacher needs to determine what each pupil needs to be a successful reader. In collaborative reading, the teacher guides the pupil to read, cooperatively, content that is stimulating yet predictable, consisting of rhymes, refrains, and poems. Most children like to read orally and reading together with others hurdles difficulties in word recognition. Cooperative reading may be used with young readers as well as for remedial reading. There are specialists who advocate pupils reading content with the subject matter of their choice. A scaffolding approach in teaching can be used, in which the teacher may stress the new words and learners practice their identification. Pupils benefit at all age levels in review reading and reading aloud with the teacher. Allowing pupils to choose which library books to read allows for individual differences. Thus, the reading teacher should try out diverse approaches in guiding pupils to attain as optimally as possible. (CR)

February 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Emergent Literacy; Ethnography; Knowledge Base for Teaching; Professional Development; Qualitative Research; School Culture; *Teacher Attitudes; *Teaching Styles; *Theory Practice Relationship
IDENTIFIERS- Research Suggestions; Theoretical Orientation

A qualitative ethnographic study examined three early childhood teachers' awareness, acceptance, and implementation of emergent literacy theory. The three teachers, from three different schools in two neighboring mid-Atlantic states, were chosen for their contrasting teaching styles. Each classroom was observed by a non-participant observer for the entire length of each class session on the average of once a week over a six week period. Results indicated that two of the teachers were aware, accepted, and attempted to practice emergent literacy theory. Practice of emergent literacy theory was dependent upon awareness and acceptance. Teacher awareness and acceptance was influenced by four themes--teacher knowledge, autonomy in teaching, professional development, and school culture. Future research should further examine the relationship among school culture, teacher knowledge, and autonomy; distinguish among those forms of professional development which result in more informed teachers; and determine if these variables interrelate differently for different genders. (Contains 23 references, a table, and a chart demonstrating factor interrelationships.) (RS)

this anti-immigration initiative of 1994 applied to education, it most directly affected K-12, but it also represented a huge financial impact to higher education. It made undocumented immigrants ineligible for public social services, public health care, and public education at every level. Little of the heated pre-election rhetoric came from the academic community. Although the teachers' union donated $350,000 to combat 187, education's stance was not unified. The State Board of Education, for example, refused to endorse opposition. Proposition 187 passed with a 59% "yes" vote. Scores of academic senates, student groups, and professional organizations reacted with angry statements. The question is not whether 187 is right or wrong, but why there was an absence of pre-election debate. Where was the access to political discourse? Should not informed debate be a natural function of an educated society? This dialectic learning should be mirrored in a composition classroom. People should be taught that in a democracy they can have access to critical political inquiry through communication. (CR)

and expository writing performance, they get very little, if any, feedback on their public speaking skills. It states that it is imperative that children learn to effectively communicate with a wide variety of audiences in different situations. The paper argues that children must become empowered to express their opinions if they are to achieve success, leadership skills, and to formulate strategies in becoming influential and persuasive. The paper offers sample forms and materials that deal with: public speaking analysis, ideas for practice in public speaking, public speaking simulations, common errors observed, tips for practice, public address format, prominent and effective communicators, read alouds, public speaking careers, staging an event at school, and oral recitation ideas. (CR)

nonpublic education has raged since the early 19th century. In the 1990s the debate centers around elementary and secondary school tuition vouchers or tutorial assistance grants. This book summarizes the case against vouchers and provides evidence and documentation for each argument. The chapters argue that voucher proposals undermine religious liberty; clash with the Establishment Clause of the Constitution; run counter to public opinion; provide funding to fundamentalist Christian schools that teach bigotry; conflict with the major tenets of American democracy--respect for diversity, intellectual freedom, and religious tolerance; create additional transportation costs; and exacerbate inequities among school districts. Appendices contain information on Milwaukee's voucher "experiment," nonpublic school enrollment by state, selected quotations addressing state-church separation and the value of public education, and suggestions for further reading (17 annotated sources.) (LMI)

ED 409 611   EA 028 464

Mitchell, Samuel
Tidal Waves of School Reform: Types of Reforms, Government Controls, and Community Advocates.
PUB DATE- 96
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizen Participation; Elementary Secondary Education; Government School Relationship; Integrated Services; Organizations (Groups); *Partnerships in Education; *Policy Formation; *Politics of Education; School Business Relationship; *School Restructuring; Social Action; *Social Change; Student Needs
IDENTIFIERS- Alberta; Chicago Public Schools IL; Kentucky

The more revolutionary, drastic education reform efforts are usually supported by new governmental legislation. This book offers three case studies of drastic reform carried out in Kentucky, Alberta, and Chicago. The reforms can be visualized in terms of how close they are to the alternative aims of expert guidance, social activism, and an instructional evaluation of education. Chapter 2 examines how schools and society can be transformed by developing the capacity of communities and schools. Chapter 3 describes dilemmas for advocacy organizations in the United States and Canada, and the fourth chapter describes intergroup conflicts within the three sites. Chapters 5 and 6 examine the growing linkages between business and education and the varying kinds of partnerships that can be developed. The last two chapters discuss the influence of voluntary organizations with regard to the integration of services and student activities. The book includes 12 charts, chapter references, and an index. (Contains 12 selective references.) (LMI)

ED 409 630 EA 028 485

Bauer, Scott
Creating a Level Playing Field: Structuring Shared Decision Making To Promote Authentic Dialogue.
PUB DATE- Mar 97
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Planning; Decision Making; Educational Planning; Elementary Secondary Education; *Organizational Communication; *Participative Decision Making; Participatory Research; *School Based Management

Research has shown that among the obstacles to success in implementing shared decision making is finding ways to negotiate the inherent power differentials and traditional role expectations among the various stakeholders. This paper describes the methods developed by district-level planning teams to "even the playing field" and to promote authentic dialogue among stakeholders on their teams. District planning teams were charged with designing comprehensive shared-decision-making policies that they felt would work best in their districts. Twenty design teams from 20 New York school districts developed "rules of the game" that first allowed them to equalize power relations and then to develop methods they felt would promote true shared decision making at the school level. The teams engaged in a structured participatory action-research process to develop and address a set of key questions to guide their site-based-management processes. The planning teams developed guidelines in response to key questions in the areas of focus, scope, structure, process, and support. One table is included. (Contains 70 references). (LMI)

comes to educational matters; and (5) the teachers in charter schools feel empowered. Nineteen tables are included. (Contains 16 endnotes.) (LMI)

ED 409 651   EA 028 515

Finn, Chester E., Jr.; Ravitch, Diane
Education Reform, 1994-1995. A Report from the Educational Excellence Network to Its Education Policy Committee and the American People.
PUB DATE- Aug 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Charter Schools; *Decentralization; Educational Improvement; *Educational Policy; Elementary Secondary Education; Federal Government; *Federal Regulation; Government Role; Government School Relationship; Mathematics Achievement; *Performance; Politics of Education; Reading Achievement; School Choice; *School Restructuring
IDENTIFIERS- *Goals 2000; *Improving Americas Schools Act 1994

This report evaluates major developments in American education and federal education policy for the year 1994-95. Part 1 focuses on efforts to improve student achievement. It examines National Assessment of Educational Progress (NAEP) data and assigns the national public schools the grade of C in mathematics achievement and a D in reading achievement. Part 2 explains why the American education system receives a C for its progress toward developing national standards, with a focus on Goals 2000 and the efforts of state and communities to set their own educational standards. The third part examines progress toward the reinvention of education, as distinguished from systemic reform. The growing popularity of charter schools, school choice, contract management of public schools, and changes in governance merit the education system a B, despite continued obstruction by teachers' unions. Part 4 argues that legislation in the form of Goals 2000 and the "Improving America's Schools Act" (HR 6) has given increased power to the federal government. The nation therefore receives the grade of "incomplete" for progress made toward reforming the federal role. Federal policy shows signs of change, but no conclusive action has occurred on the following four fronts: (1) efforts to repeal some of the perceived excesses of recent legislation; (2) bills to abolish the Education Department or merge it with other agencies; (3) proposals to devolve control of education decision-making; and (4) budget wars. (LMI)

encourage bright, minority youth to persist in school. Students were selected on the basis of participation in an outreach program, essays, grades, recommendations, and an interview. Inventories, career plots, and thematic analysis of their 28 daily journal entries, interviews of camp directors, and staff evaluations provide rich descriptions of participants' perceptions regarding needs and development. Aspirations, challenges, involvement in their instruction and personal caring by significant adults as the students engaged in camp instruction and living activities are articulated. Interpretation is grounded in Bueshcher's concept of adolescent development as volatile change spheres of biological maturation, learning processes, and social needs, made more complex by ability potential. Cultural identity formation is proposed as a volatile change sphere, and the metaphor of juggling spheres is used to discuss the complexity of nurturing giftedness for minority adolescents. The report compares gifted adolescent needs to general adolescent needs, describes the influences of different cultures on giftedness, and provides suggestions for ways adults may help gifted minority adolescents most effectively. (Contains 31 references.) (Author/CR)

Hypermedia; *Skill Development; Videotape Recordings
IDENTIFIERS- *Nonmanual Grammatical Markers

This paper and the accompanying CD-ROM disks are the outcome of a federally funded project to research and develop an interactive multimedia sign language training system for educational interpreters for students with deafness. The program consists of four 20- to 30-minute lessons on the use of non-manual grammatical markers in American Sign Language. Specific lessons are on question forms, topicalization, conditionals, and negation/assertion. The paper describes the procedures that were followed for designing, developing, and testing the interactive learning system. Features of the program include: (1) lessons provided on IBM-compatible CD-ROM disks; (2) textual instruction supplemented with video segments of fluent signers; (3) on-screen evaluation of the interpreter's understanding of how non-manual markers are being used in the video segments; (4) immediate feedback to aid the learning process; (5) video intensive lessons that present multiple models of deaf signers; (6) an interactive tutorial that explains major features and how to navigate the program; and (7) student interaction with each video by pausing, stopping or replaying the video, and by playing the video at normal or slow-motion speeds. (CR)

based on a single context: a Ukrainian businessman and businesswoman visiting London. Student progress was evaluated using an oral and a listening test after the first course segment and two oral and one listening test in the second course segment. Results of the testing are provided for the first two years the course was offered (1993-94, 1994-95). It is concluded that the course was successful, with high achievement rates for most students. Contains 16 references. (MSE)

ED 409 708   FL 024 638

Slavin, Suzy M., Ed.
French Literature: A Guide to References Sources (2nd Edition).
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- College Libraries; *Dictionaries; Essays; Foreign Countries; *French Literature; Information Sources; Library Collections; *Literary Criticism; Literature Appreciation; Online Searching; Reference Materials; Translation; World Wide Web
IDENTIFIERS- *McGill University (Canada)

The guide lists selective references available at the McGill University (Canada) Humanities and Social Sciences Library or Center for Research Libraries for researchers of French literature. An introductory section offers tips for online literature searchers. Citations are listed in these categories: guides to the literature; general encyclopedias; literary encyclopedias and handbooks; national and trade bibliographies and important library catalogs; bibliographies of literature and criticism (current, retrospective, by literary period, drama, poetry, fiction); language dictionaries (general and specialized French language and translation); theses; and translations. A synopsis of Library of Congress classifications for French literature is appended. (MSE)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Class Activities; Classroom Techniques; Cognitive Style; Cultural Context; Dramatics; Educational Strategies; English (Second Language); Foreign Countries; Higher Education; *Instructional Design; Learning Processes; *Learning Strategies; Listening Skills; Models; *Personal Autonomy; *Problem Solving; Reading Instruction; Reading Strategies; Second Language Instruction; Second Language Learning; *Second Languages; Speech Skills; Teaching Guides; Vocabulary Development
IDENTIFIERS- *Asia; Japan

Two models and techniques for teaching learning strategies to second language learners, particularly in the Asian cultural and educational context, are presented. The models are the Cognitive Academic Language Learning Approach (CALLA) and the Problem-Solving Process Model. An introductory section gives background information on learning strategies theory and describes each model. The second section provides both theoretical and practical information for implementing learning strategies instruction with the Problem-Solving Process Model. This includes a definition of metacognitive processes, introduction to the use of language learning strategies, instructional procedures, notes on scaffolding independent learning, and a sample think-aloud protocol demonstrating the model's use. The third section explores the utility and implementation of learning strategies instruction in Asian classrooms, and includes a description of learning strategies instruction in one university course in Japan, sample worksheets for a lesson, a brief discussion of the model's use to synthesize cooperation and autonomy in classroom learning, and notes on developing a learning strategies lesson. Several worksheets are included. Contains 23 references. (MSE)

Development; Language Proficiency; *Language Role; Language Usage; Limited English Speaking; *Literacy Education; On the Job Training; Second Language Instruction; *Vocational Education; Vocational English (Second Language); Work Environment
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills

This "Q & A" discusses how employment preparation can be integrated into English-as-a-Second-Language (ESL) curriculum, whether in a workplace or standard adult ESL program. It first chronicles the historical link, since federal legislation in 1964, between employment and adult education and the relationship between employment and ESL instruction with the large influx of immigrants since the 1970s. The distinction between workforce and workplace instruction is discussed, noting trends in this area since the 1970s. Research on both linguistic skills and other workplace skills needed in the workplace is reviewed briefly, and five areas of workplace competency identified in a major federal report by the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) are detailed: resource management; information management; social interaction; systems behavior and performance skills; and technology utilization. Ways in which ESL practitioners can teach the SCANS skills are discussed briefly, and other ways in which they can advance workplace ESL instruction are noted. Contains 33 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Freshmen; Grade Point Average; Higher Education; Institutional Evaluation; *School Demography; School Holding Power; *State Universities; Student Attitudes; *Student Characteristics; Student Surveys
IDENTIFIERS- *Boise State University ID

This report provides the results of a study designed to assess the type of student who chooses to enroll at Boise State University (BSU) in Idaho and what these students experience during their first semester. It is based upon information available from school records for 1,497 Fall 1995 first-time-in-college students who indicated that they were degree-seeking and were enrolled in an academic program, supplemented by a survey given to students in the First Year Experience Seminar and several sections of an Introduction to Psychology course. The study found that BSU's freshman class was fairly reflective of other freshman classes around the country, though only 72 percent of the students indicated that they actually planned to get a degree from BSU. Popular majors included general business, elementary education, psychology, criminal justice, and nursing. At the end of the first semester about 65 percent of freshmen had a grade point average (GPA) of 2.0 or higher, and 90 percent of this group re-enrolled in the spring semester. For students with a first semester GPA of less than 2.0, only 66 percent returned. An appendix contains a copy of the student survey. (MDM)

school. Consistent with the previous year, the study found that core students performed better than non core students on every measure of college academic achievement. High school grade point average emerged as the single best predictor of first college math grade, first college English grade, and college grade point average. Other good predictors of first college math grade were the Scholastic Assessment Test (SAT) math score and whether a student was in honors calculus in high school. High school English and the SAT verbal score were good indicators of first college English grade. Demographic variables which were predictive of college performance were gender (women outperformed men) and father's educational level. (CH)

Article evaluations are organized by the sections of the original article. Methodologies are considered in order of increasing complexity. An introductory chapter reviews potential trouble spots that can invalidate a conclusion about the effectiveness of an independent variable. The next two chapters discuss evaluation of two qualitative research methods: the case study and the narrative analysis. The following nine chapters examine quantitative methods and cover: surveys, correlation studies, regression analysis studies, factor-analytic studies, discriminant analysis studies, two-condition experimental studies, single classification studies, factorial studies, and quasi-experimental studies. (Individual chapters contain suggested readings). (BF)

ED 409 806   HE 030 338

Christal, Melodie E.
State Tuition and Fee Policies: 1996-97.
PUB DATE- Mar 97
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Fees; Higher Education; In State Students; National Surveys; Out of State Students; Paying For College; *Policy Analysis; *State Boards of Education; *State Colleges; State Universities; *Student Costs; Student Financial Aid; Tables (Data); *Tuition; Two Year Colleges
IDENTIFIERS- *State Higher Education Executive Officers; Tuition Savings Plans

This report examines state policies and procedures affecting tuition, fees, and financial assistance at state institutions of higher education in 1996-97. The report is based on a fall 1996 national survey of state-level coordinating agencies or multi-institution governing boards. The report addresses: (1) policies and procedures for setting resident tuition (including tuition philosophy and roles and authority to set tuition); (2) policies and procedures for setting non-resident tuition (including tuition reciprocity); (3) tuition differentials; (4) tuition revenue (including control and retention of tuition revenue); (5) financial assistance and tuition wavers; (6) fees (mandatory and designated fees, technology fees); and (7) state college savings plans. Among the report's findings are that costs for a student to attend a public college or university will continue to be carefully scrutinized, and that discussions on student acess to college and on how much students and the public should pay will be ongoing. Tables in the text aggregate data, by two-year and four-year institutions where relevant. Appended are the survey instrument upon which the study was based, a listing of respondents, and additional state-by-state data. (BF) disciplinary procedures. Appended is a personal narrative of a rape victim. (Contains 380 references.) (CH)

ED 409 825 HE 030 357

Forsyth, Ian
Teaching and Learning Materials and the Internet.
PUB DATE- 96
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Mediated Communication; Computer Oriented Programs; Distance Education; Educational Technology; Experimental Curriculum; Higher Education; Home Study; Hypermedia; Information Sources; Information Technology; *Instructional Design; Instructional Innovation; *Internet; Multimedia Materials; *Nontraditional Education; Online Systems; Teaching Methods; Telecommunications; Teleconferencing; Telecourses; World Wide Web

This book examines the educational and administrative considerations involved in delivering educational and training course materials through the Internet. The first chapter discusses four key elements of preparing information for delivery on the Internet--outcomes, information, content, and assessment. The next chapters cover such topics as: (1) reasons for using the Internet for teaching and learning; (2) selecting of appropriate course content: designing a new course or developing an existing one; (3) how to design instructional materials for Internet use; (4) how to design forms for use on the Internet; (5) delivering material via the Internet: establishing a site, the Help function, organizing material for presentation, and security; (6) costs for institutions and learners, educational and economic benefits, and budget considerations; (7) developments beyond text-based communication, such as audio, video, interactivity, and virtual reality, and considerations of access and equity, genre, and using the Internet as an information and research tool. The text is amplified with many lists, charts, and figures; a glossary of terms is also appended. (Contains 19 annotated references.) (CH)

DESCRIPTORS- Access to Information; Administrators; Computers; Culture; Distance Education; *Educational Technology; Educational Television; *Females; *Instructional Design; Males; *Mass Media Role; *Sex Fairness; *Sex Stereotypes; Technological Advancement; World Wide Web

IDENTIFIERS- Cyberspace; Historical Background; Technology Integration

Educational practice is influenced, in part, by the constant visualization of gender stereotypes throughout society in various forms, in both the old and new technologies. The imagery of computer technology as male turf has been carried into the World Wide Web through graphic advertisements. Male administrators make decisions about school practice that influence the implementation of new distance education technologies. The pervasive message of gender stereotypes has a tremendous influence on children and adults, and can bring biased value systems into what seems to be otherwise technologically innovative environments. The paper discusses developing male and female stereotypes; culture and groups; and gender stereotypes in print media, television, cyberspace, and ITV educational environments. Instructional designers can influence the educational industry, home market, school environment, and practices in business and military environments. Instructional designers can influence educational practice by designing instructional environments that attend to the needs of the female population as well as those of the males. Even though the majority of network users are males, females must be encouraged to learn skills and be provided with opportunities to have equal access to information. (Contains 41 references.) (SWC) were overcome in the electronic medium. The researchers were unable to interrupt the interviewees or to give nonverbal evaluative responses. Both the researchers and the interviewees were able to take the time to be thoughtful and careful in their responses to each other, increasing the depth of understanding for both parties. Neither the researchers nor the interviewees had to schedule appointments or be concerned with the effects of interruptions. Although some caution remains regarding the validity of responses collected in this way, general advantages of interviewing using electronic mail rather than traditional face-to-face interviews include: reduced time and cost; convenience; unimportance of geographic location and the possibility for more sampling diversity; the potential for large amount of data to be accumulated quickly; the allowance for more thorough and thoughtful follow-up and clarification; single-step, non-interfering recording and transcription; no danger or discomfort for the researcher; and the ability to continue the interview process until the researcher is satisfied that a saturation point has been reached. A list of guidelines are included for researchers who are considering conducting research via electronic mail using interviews. A copy of the letter that was sent to participants is included. (Contains 10 references.) (AEF) as: how does transfer occur? and how is transfer enhanced? Situated cognitive theory and research about anchored instruction together bring some positive findings. Anchored instruction provides the learner with a situated, authentic, and social learning environment, and students learn to solve problems rather than learning facts or principles. Although students are able to solve various problems in this rich context, whether they can solve problems successfully in a novel context remains to be determined. This study investigates how different knowledge abstraction strategies affect students' transfer ability. The teaching of problem-solving strategies in anchored instruction was hypothesized to help students abstract knowledge from context. An experiment was conducted with 72 Taiwanese fifth graders to compare how three different knowledge abstraction strategies affect near- and far-transfer: (1) teaching problem-solving strategies; (2) practicing various problems with self-reflection activity; and (3) no knowledge abstraction activity (control group). Results indicate that all three groups performed better on solving far-transfer problems than on solving near-transfer problems. Possible reasons for this abnormal result are discussed. Group differences were not statistically significant. Comparing group performance finds: the self-reflection group outperformed the other two groups on far-transfer and overall transfer tests; the control group did the best on near-transfer, and performed worst on far-transfer; and the problem-solving strategies group performed worse than the other two groups in overall learning transfer. (Contains 23 references.) (Author/SWC)

DOCUMENT RESUME
ED 409 420

RIE VOL.32 NO.12
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FROM:ED 409 878
TO:ED 410 338

0002

DOCUMENT RESUME

ED 409 878 IR 018 467

Rusman, Ellen; And Others
Pre-Instructional Strategies and Segment Length in Interactive Video Programs.
PUB DATE- 97
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; Foreign Countries; Higher Education; Instructional Effectiveness; *Interactive Video; *Learner Controlled Instruction; Locus of Control; Multimedia Instruction; Retention (Psychology); *Videodisks
IDENTIFIERS- Netherlands

This study investigates the influence of pre-instructional strategies on the relationship between learner-controlled or program-controlled length of video segments and on related test performance on post-tests and retention tests. The study looks at the effect of presenting learning objectives in advance on the learning of factual information from interactive video programs. First-year students from two agricultural colleges in the Netherlands used a computer-controlled interactive video disk about the industrial process of cheese making and completed a posttest. A retention test was administered approximately two and a half weeks later. The program had two conditions, fixed and free. In the fixed condition, subjects worked through all seven chapters in linear order. In the free condition, students could vary the order of the chapters and view parts of the video as they wished. Results show a significant result for locus of control. Subjects in the no-pre-instruction condition performed better on test items that relate to incidental learning in the pre-instruction condition than on test items that relate to intentional learning in the pre-instruction condition. Overall, program control yielded a better posttest performance than learner control, although the effect size was rather small. (Contains 20 references.) (Author/SWC)

ED 409 879 IR 018 468

Wang, Yu-mei; Holthaus, Patricia
Student Teachers' Computer Use during Practicum.
PUB DATE- 97
NOTE- 16p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; Computer Attitudes; Computer Literacy; Computer Oriented Programs; *Computer Science Education; Computer Software; *Computer Uses in Education; Educational Technology; Higher Education; Practicums; Role; *Student Teachers; *Teacher Attitudes
IDENTIFIERS- *Computer Use; Technology Integration

DOCUMENT RESUME

ED 409 896 IR 056 395

Case, Beau David, Comp.; Riedinger, Edward A., Comp.
Directory of International and Area Studies Librarians in Ohio, 1997-1999.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; *Area Studies; Foreign Language Books; Foreign Language Periodicals; Higher Education; *International Studies; *Librarians; Library Associations; Library Collections; Library Cooperation; Library Services; Research Libraries; *Second Languages
IDENTIFIERS- *Ohio; *Subject Specialists

This work published every 2 years is a directory of international and area studies librarians in Ohio. It is the first project of the Organization of International and Area Studies Librarians in Ohio (OIALO) organized in July 1996. This directory identifies 35 individuals with experience in collection development, reference service, and cataloging for international and area studies. It also identifies librarians with specialized or scholarly expertise in international areas and foreign languages, and foreign language ability. Each entry includes: name, title, institution, address, phone, fax, e-mail address, URL (uniform resource locator) or World Wide Web address, library responsibilities, specialized expertise, and education and degrees. The purpose of this directory is to: (1) aid librarians, teachers, students, researchers, university administrators, state officials, and the general public in identifying foreign area and language specialists in academic and research libraries throughout Ohio; (2) allow librarians in similar areas of international studies to identify and communicate with each other and to organize among themselves; and (3) support cooperative efforts among international and area studies librarians in Ohio. A subject index is included. (SWC)

ED 409 897 IR 056 413

Rossi, Robert J.; Daugherty, M. Shannon
The Status of Academic Libraries in the United States. Results from the 1990 and 1992 Academic Library Surveys. Descriptive Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Change; College Faculty; Full Time Equivalency; Full Time Faculty; *Library Collections; *Library Expenditures; Library Materials; *Library Personnel; *Library Research; Library Services; *Library Statistics; Library Surveys; Operating Expenses; Users (Information)
IDENTIFIERS- *Library Operations

Changing demands on academic libraries make it important to assess continuously the status of academic library resources and library operations. The Academic Library Survey (ALS), conducted periodically by the National Center for Education

DOCUMENT RESUME

ED 409 917 IR 056 440

Lange, Karen
Wyoming Academic Libraries Resource Project: Developing a Statewide Ariel Document Delivery Network. Final Report.
PUB DATE- 17 Feb 97
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Access to Information; Consortia; Cooperative Programs; *Document Delivery; Inservice Education; Interlibrary Loans; Internet; *Library Cooperation; *Library Networks; Library Personnel; Public Libraries; *Shared Library Resources; State Libraries
IDENTIFIERS- *Ariel Document Delivery System; Technology Implementation; *Wyoming

The Wyoming Academic Libraries Resource Project was initiated to improve cooperation and resource sharing by developing an interconnected information access and delivery system among Wyoming's academic libraries and the State Library. The goal was to formalize communication, cooperation, and resource sharing by developing an Ariel document delivery system. The project was also designed to increase Internet knowledge, skills, and expertise of library personnel to maximize Ariel technology. The report is divided into nine sections: (1) Introduction; (2) Launching the Project; (3) Internet Training Workshops and Outcomes; (4) Ariel Workstation Installations, Training, and Evaluation; (5) Task Force Assignments and Accomplishments; (6) Gateway Activities and Network Expansion; (7) Expanded Project; (8) Project Visibility; and (9) Project Outcomes. While the Wyoming Academic Libraries Resource Project was designed to focus on the state's academic population, the result was a rapid document delivery system that impacts the entire population of Wyoming. The project is representative of a genuine willingness to participate in resource sharing initiatives among the University of Wyoming Libraries, eight community colleges, the Wyoming State Library, and numerous county and branch public libraries. For Wyoming's academic and many public libraries, the barriers of remoteness and isolation are coming down and the technology gaps have narrowed. (SWC)

ED 409 918 IR 056 441

FloriNet Handbook for Participating Libraries.
PUB DATE- Dec 96
NOTE- 133p.; Contains materials that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Information Networks; Internet; *Library Guides; Library Planning; *Library Policy; Library Services; Publicity; *State Programs
IDENTIFIERS- Connectivity; *Florida

FloriNet--the Florida Library Online Resource Information Network--was first envisioned by a Florida Network Planning Task Force in 1994 as the aggregate of networked information in Florida libraries, including library networks, independent libraries, statewide databases, Free-Nets, and as-yet unimagined information resources. This document is a handbook for participating FloriNet libraries, and provides information on

ED 409 936 JC 970 400

Quanty, Michael B.; And Others
A Preliminary Analysis of Recent Enrollment Trends.
PUB DATE- 16 Jul 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance Patterns; Community Colleges; Comparative Analysis; *Declining Enrollment; *Enrollment Projections; *Enrollment Trends; Full Time Equivalency; *Student Characteristics; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Thomas Nelson Community College VA

In spring 1994, enrollment began to drop at Virginia's Thomas Nelson Community College (TNCC), after having steadily increased between 1986-87 and 1993-94. The number of annual full-time equivalent students dropped 3.5% in 1994-95 to 4,394, another 3.8% in 1995-96 to 4,226, and another 11.3% in 1996-97 to 3,745. The college sought to provide a context for the enrollment losses by comparing data for the Virginia Community College System (VCCS) as a whole, state urban community colleges, and local four- and two-year colleges. Results of the analyses included the following: (1) enrollment in the VCCS as a whole declined by 6.9%, or 9,742 students, between fall 1991 and fall 1995, compared to a decline of 9.4% for TNCC; (2) for both the TNCC and the VCCS, the largest drop in enrollment was among students 20 to 34 years old; (3) although both TNCC and the VCCS experienced declines in attendance rates, or enrollment divided by population, TNCC's rates were below those of the VCCS for students of all ages; (4) while local state colleges experienced enrollment declines similar to those at TNCC during the period, they showed increases for 1996; and (5) the enrollment declines at TNCC between 1995 and 1997 were considerably higher than those at other urban community colleges in the state. Five data tables are included. (BCY)

ED 409 937 JC 970 401

Weisman, Iris M., Ed.; Vaughan, George B., Ed.
Presidents and Trustees in Partnership: New Roles and Leadership Challenges. New Directions for Community College, Number 98.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Characteristics; *Administrator Role; *Board Administrator Relationship; *College Presidents; Community Colleges; Organizational Change; Professional Development; *Trustees; Two Year Colleges

Based on the premise that an effective relationship between community college governing boards and presidents is crucial, this volume explores the professional needs, challenges, and roles of college presidents and governing board members and the influence of these factors on the board-president team. The following articles are provided: (1) "Selected Characteristics of Community College Trustees and Presidents" (George B.

DOCUMENT RESUME

ED 409 955 JC 970 419

Rieley, James B.
Doing Effective Strategic Planning in a Higher Education Environment.
PUB DATE- Apr 97
NOTE- 10p.; For a related document, see JC 970 420.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; *Cooperative Planning; Higher Education; *Institutional Mission; Long Range Planning; Models; Organizational Development; *Organizational Objectives; Program Development; Program Implementation; *Strategic Planning
IDENTIFIERS- *Hoshin Planning Model

In the face of reduced resources, increased levels of competition, and rapid technological advancement, it is critical that colleges learn how to plan for the future. There are four main phases of effective planning: development, implementation, evaluation of results (audit), and standardization. The Hoshin Planning model, which incorporates these four phases, is designed to help organizations develop plans based on their unique situations and include input from all concerned parties. The first step of the model involves the formation of a cross-sectional planning group composed of college administrators, support staff, faculty, students, and other customers. Next, the organization's leadership should help develop a vision to guide planning and indicators and baseline data should be developed to gauge progress toward that vision. The group should then clarify the college mission and determine the critical processes used to fulfill that mission. The next steps involve the identification of trends, college customers and their needs, and college potential. Once this information is gathered, broad goals should be developed for the next 3 to 5 years and implementation should begin, including the development of targets and departmental means that reflect organizational goals. Finally, the evaluation phase should examine the effectiveness of the process in terms of how customers' needs were met. Contains 30 references. (BCY)

ED 409 956 JC 970 420

Rieley, James B.
A Comprehensive Planning Model.
PUB DATE- Apr 97
NOTE- 22p.; For a related document, see JC 970 419.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; *College Planning; Higher Education; Long Range Planning; Models; *Organizational Objectives; Program Development; Program Implementation; School Effectiveness; *Strategic Planning; *Systems Approach; Two Year Colleges

The key to long-term institutional effectiveness is a comprehensive planning process that identifies a few vital goals that can be measured by an institution. Effective strategic planning involves five key elements: process-based planning, a systemic approach, integration with the budget process, an effective deployment process, and appropriate measures. In process-based planning, a 10- to 20-member planning group should be created that represents all levels of

DOCUMENT RESUME

ED 409 974 PS 024 613

Putkiewicz, Elzbieta
Culture and the Kindergarten Curriculum in Poland.
PUB DATE- Apr 96
NOTE- 15p.; Paper presented at the European Conference on the Quality of Early Childhood Education (6th, Lisbon, Portugal, September 1-4, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Capitalism; Classroom Communication; Classroom Environment; Communism; *Cultural Context; Cultural Influences; Curriculum Development; Democracy; Educational Change; Educational Environment; Foreign Countries; Government (Administrative Body); *Kindergarten; Parent Participation; Parent School Relationship; Political Influences; Preschool Education; Social Change; Social Influences; Teacher Attitudes
IDENTIFIERS- Poland

This paper describes the effect of cultural context on the content of kindergarten curriculum in Poland, chronicling the historical changes from Communist to post-Soviet, capitalist cultures. Soviet cultural influence on early childhood education from 1945 to 1989 is described as affecting a single obligatory curriculum, strict government control, limited parental involvement, direct instruction, nationalist activities, and ideological indoctrination. The paper notes that the developing pluralism of the 1970s and 1980s did not affect the uniform state cultural policy in the schools because of strict tutorial control, limited parental involvement, and a parental belief in the survival of Polish family values--which was encouraged by the Church. The paper presents changes in the educational curriculum in kindergartens in the 1990s, including policy documents that became invalid and changes in minimum standards for education. The general assumptions and program content, including physical education, child/family/environment relations, and cognitive and creative development, of these new education standards are outlined. Changes are reported in classroom instruction, particularly greater communication between teacher and students, more small group and individual work, and less formal discipline. Also noted are the increasing role of religion in the schools, greater parental participation, and new civic schools, including Jewish schools. Finally, the paper briefly describes a study of teacher attitudes, revealing a mixture of hope and anxiety, and mixed feelings about the loss of state control, greater teacher autonomy, and parental participation. (Two hundred and nine teachers participated. (JPB)

ED 409 975 PS 025 113

Ollhoff, Jim; Ollhoff, Laurie
A School-Age Care Profession: To Be or Not To Be? A Staff Development Workbook.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DOCUMENT RESUME

ED 409 992 PS 025 589

Ward, Christopher R.; Smith, Thomas B.
Older Adults in Child Care: A Job-Training Model.
SPONS. AGENCY- Retirement Research Foundation.; Sears-Roebuck Foundation, Skokie, Ill.
PUB DATE- 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Care Occupations; Child Caregivers; Community Colleges; Community Programs; *Day Care; Early Childhood Education; Educational Opportunities; *Intergenerational Programs; *Job Training; Models; *Older Adults; Two Year Colleges
IDENTIFIERS- *Caregiver Training

Recognizing the increasing demand for older adults to work as child care employees, this manual presents the Generations Together model for training older adults at the community college level to work in child care settings. The manual describes the steps necessary to implement a community-college-based, older-adult child care employment training program, presents issues and problems encountered during implementation along with solutions, and provides specific examples to guide future programs. Part 1 of the manual introduces the program and describes how to use the manual. Part 2 provides an overview of the program, which is usually taught over 11 weeks, with 79 class hours and 36 practicum hours. The steps described for the model sequence are leadership team formation, recruitment, screening, training, placement, follow-up, and evaluation. Part 3 details project preparation and planning, including how to form the leadership team, plan the implementation strategy, find funding, and staff the program. Part 4 discusses project implementation, including recruiting, screening, training, and placing trainees; and following up with the trainees. Parts 5 and 6 outline the importance of program evaluation, and documentation and program maintenance through relocation. Print and organization resources are listed. Appendices contain the forms necessary to implement the program, including a budget worksheet, program fact sheet, recruitment fliers, and a sample placement letter. Contains 12 references. (KB)

ED 409 993 PS 025 590

Ward, Christopher R.; And Others
Generations: A Co-Located Intergenerational Day Care Program. Replication Manual.
PUB DATE- 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Day Care; *Day Care; Early Childhood Education; *Intergenerational Programs; Occupational Information; *Older Adults; Program Descriptions; Program

DOCUMENT RESUME

ED 410 008 PS 025 632

Oklahoma Kids Count Factbook '97.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; *Children; Counties; Crime; Demography; Dropout Rate; Early Parenthood; Family (Sociological Unit); High Schools; Mortality Rate; Racial Differences; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being
IDENTIFIERS- *Oklahoma

This Kids Count report details county and statewide trends in the well-being of Oklahoma's children. The statistical report is based on eight indicators of child well being: (1) economic distress; (2) percent low birthweight infants; (3) infant mortality rate; (4) births to teens; (5) child abuse and neglect rates; (6) child and teen death rate; (7) high school dropout rate; and (8) juvenile arrests. The report begins with acknowledgments and Kids Count resources available in Oklahoma. The findings of the study are presented in an overview. Statewide findings indicate that low birthweight infants, child abuse, and juvenile crime continue to worsen, compared to data from 10 years ago. Infant mortality, births to teens, and child death continue to improve, but improvement in rates on the first two benchmarks have slowed slightly. Child poverty continues to worsen. A separate chapter presents current statewide and county data for each of the benchmarks. Each benchmark is defined, state and county trends are presented, and racial differences are noted if present. The bulk of the report is comprised of county profiles, in which data for each of the indicators are presented graphically. Tables of county data for each indicator, methodology and sources, and a directory of Kids Count leaders are appended. (KDFB)

ED 410 009 PS 025 635

Is Parenting Child's Play? Kids Count in Missouri Report on Adolescent Pregnancy.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- Oct 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abortions; *Adolescents; Birth Rate; Births to Single Women; Contraception; Demography; *Early Parenthood; One Parent Family; Poverty; *Pregnancy; Pregnant Students; Prevention; Program Descriptions; Racial Differences; Rural Urban Differences; Sexuality; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Unwed Mothers; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; *Missouri

This Kids Count report presents current information on adolescent pregnancy rates in Missouri. Part 1, "Overview of Adolescent Pregnancy in Missouri," discusses the changing pregnancy, abortion, and birth rates for 15- to 19-year-old adolescents,

DOCUMENT RESUME

ED 410 026   PS 025 671

Huntsinger, Carol S.; Jose, Paul E.
Cultural Differences in Parents' Facilitation of Mathematics Learning: A Comparison of Euro-American and Chinese-American Families.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Mar 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese Americans; Cross Cultural Studies; *Cultural Differences; Fathers; Grade 2; Homework; Longitudinal Studies; Mathematics Achievement; Mathematics Instruction; Mothers; Parent Aspiration; Parent Attitudes; Parent Influence; *Parent Student Relationship; Parenting Skills; *Parents; *Parents as Teachers; Primary Education
IDENTIFIERS- European Americans; Zone of Proximal Development

A longitudinal study examined differences in Chinese-American and Euro-American parents' facilitation of their young children's mathematics learning. Participating in the Time 2 data collection were 36 second-generation Chinese-American and 40 Euro-American first and second graders from well-educated suburban Chicago families. Children were given the Sequential Assessment of Mathematics Inventories (SAMI); mothers and fathers completed questionnaires assessing parental beliefs, attitudes, and practices; and mother-child and father-child dyads were videotaped separately helping their child solve a word problem within the child's zone of proximal development. Findings indicated that Chinese-American children scored significantly higher on the total SAMI and on the computation and word problem subtests that European American subjects, and spent almost four times more per day on mathematics homework. Chinese-American parents reported using more systematic, formal methods of mathematics teaching and less use of incidental teaching embedded in context than did Euro-American parents. In the videotaped teaching session, Chinese-American parents interacted longer and received higher ratings on writing scale use than Euro-American parents. In mother-child dyads, Chinese-American children were rated as more self-reliant than were Euro-American children. Chinese-American mothers explained new concepts to a greater degree than did Euro-American mothers, and Chinese-American fathers sat closer to children than did Euro-American fathers. Euro-American mothers gave more directives and encouraged their children more than Chinese-American mothers. Euro-American children produced more speech acts per minute than did Chinese American children. Quantitative analyses of interactions revealed more similarities than differences between Chinese- and Euro-American parents but subtle differences in teaching styles were revealed through qualitative analyses. (Contains 12 references.) (KDFB)

ED 410 027   PS 025 678

Schwartz, Shari S.
Focus on First Graders.
PUB DATE- Sep 96
NOTE- 19p.
LANGUAGE- English; Spanish

ED 410 044 PS 025 724

Curriculum Handbook for Parents, 1997-1998. Grade 4.
PUB DATE- 97
NOTE- 34p.; For other handbooks in the "Curriculum Handbooks for Parents" series, see PS 025 720-729.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; *Elementary School Curriculum; Fine Arts; Foreign Countries; *Grade 4; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Social Studies
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 4 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 4 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health"; (8) "Fine Arts"; and (9) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 410 045 PS 025 725

Curriculum Handbook for Parents, 1997-1998. Grade 5.
PUB DATE- 97
NOTE- 31p.; For other handbooks in the "Curriculum Handbooks for Parents" series, see PS 025 720-729.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; *Elementary School Curriculum; Fine Arts; Foreign Countries; *Grade 5; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Social Studies
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 5 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 5 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social

ED 410 065 PS 025 757

Johnston, Patricia Irwin
Launching a Baby's Adoption: Practical Strategies for Parents and Professionals.
PUB DATE- 97
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adopted Children; *Adoption; *Adoptive Parents; Attachment Behavior; Biological Parents; Breastfeeding; Child Development; Child Rearing; Child Welfare; Childhood Needs; Developmental Delays; Emotional Adjustment; Foster Care; *Infants; Legal Problems; *Parent Child Relationship; Parent Role; *Parenting Skills; Parents; Psychological Needs; Stranger Reactions; Well Being
IDENTIFIERS- Adoption Assistance; Parenthood; Security of Attachment

Intended for adoptive parents and adoption practitioners and intermediaries, this book uses the metaphor of space exploration to provide practical strategies for meeting the adopted infant's needs and smoothing the transition. Chapter 1, "Mission: To Explore New Worlds," discusses adoptive and birth parent preparation, loss issues, and society's reactions to adoption. Chapter 2, "10, 9, 8, 7, 6...," examines the psychological pregnancy of adoptive parents, the homestudy process, practical issues of early parenthood such as finances, selecting a physician, naming the child, breastfeeding, and preparing siblings, family, and friends. Chapter 3, "We Have Lift Off," focuses on initial adjustment, including bonding and attachment issues, entrustments and other rituals, strategies for promoting attachment, providing stimulation to promote development, and dealing with post-baby blues. Chapter 4, "Into Orbit," deals with adjustment to parenthood, readjustment of relationships among adults, interrupted or unexperienced stages of infant development, low birthweight infants, speech delays, stranger anxiety, relationships with birthparents, artificial twinning, and the outside world. Chapter 5, "Uh, Houston? This is Baby," is directed to professionals and examines adoption programs, legal issues, and foster care, and advocates attachment-friendly adoption practice, baby-centered birth and adoptive parent services, and networking with childbirth and neonatal educators. An appendix lists organizational resources and references. Contains approximately 45 references. (KB)

ED 410 066 PS 025 758

Heeney, Margaret R.
The Implementation Process of Two Multigrade/Multiyear Teams in Two Middle Schools in South Florida: A Cross-Site Case Study.
PUB DATE- Nov 96
NOTE- 24p.; Paper presented at the Annual Conference of the National Middle School Association (23rd, Baltimore, MD, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Case Studies; Curriculum;

ED 410 082 RC 021 096

Hennen, John C.
The Americanization of West Virginia: Creating a Modern Industrial State, 1916-1925.
PUB DATE- 96
NOTE- 232p.; Winner of the 1995 Appalachian Studies Award.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Historical Materials (060)
DESCRIPTORS- *Capitalism; Educational Change; Educational History; Educational Policy; Elementary Secondary Education; Higher Education; Ideology; Labor Relations; *Patriotism; *Political Socialization; *Politics of Education; *Propaganda; *Role of Education; Social History; State History; Voluntary Agencies; World War I
IDENTIFIERS- Hegemony; Sedition; *West Virginia

This book looks at education, ideology, and industrial relations in West Virginia in the context of mobilization for World War I, postwar social instability, and national economic expansion. World War I consolidated the dominant positions of businessmen, professional educators, and political capitalists as arbiters of national values. Alarmed by widespread labor conflict and fears of communism, these leaders used propaganda and public relations tactics refined during the war to make free-market principles synonymous with patriotic citizenship and therefore, immune to debate in the political arena. West Virginia educators and schools played a major role in this movement, which coincided with the centralization of educational authority in state agencies and the rise of "scientific management" principles and the "factory model" of schooling. State administrators and teacher educators believed in the virtues of a vocational education that would prepare the great majority of schoolchildren for their destined place in the nation's industrial system by teaching not only skills, but also such values as hard work, obedience, and sobriety. Middle-class voluntary organizations organized school activities to promote children's patriotism and denounced union leaders and free-speech advocates as radical and un-American. Chapters are: "War Propaganda and the Mobilization of Public Opinion in West Virginia, 1916-1918"; "National and West Virginia Perspectives on Higher Education and the Delivery of War Propaganda"; "National and State War Bureaucracies and the American Regulatory Consensus"; "Postwar Strategies for Promoting Industrial Americanization, Antiradicalism, and Habits of Industry"; "The Political Culture of the Red Scare in West Virginia, 1919-1921"; "Welfare Capitalism, the American Plan-Open Shop Movement, and the Triumph of Business Unionism"; "Voluntary Associations and Americanization in the 1920s"; and "The Sanctification of Industrial Americanization." Contains references in notes, a bibliography, photographs, and an index. (SV)

ED 410 083 RC 021 099

High Poverty, High Performing Schools. IDRA Focus.
PUB DATE- Jul 97
NOTE- 13p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Economically Disadvantaged; Educational Environment; *Educational Improvement; Educational Quality; Educational

ED 410 101 SE 060 459

Garfield, Gary M.; McDonough, Suzanne
Dig That Site: Exploring Archaeology, History, and Civilization on the Internet.
PUB DATE- May 97
NOTE- 131p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Archaeology; *Computer Uses in Education; Decision Making; Educational Strategies; Elementary Education; Experiential Learning; Foreign Countries; *Global Education; Interdisciplinary Approach; *Internet; *Learning Activities; Lesson Plans; Technology; World Wide Web

This book combines the excitement of the Internet with conventional learning resources to explore early civilizations and cultures. This approach encourages independent student research, problem solving, and decision making while bringing together the fascination of archaeology with the Internet and hands-on learning activities. Students learn the geography, history, art, and culture of the civilizations being explored. The exploration sites are listed by continent and a complete Internet address is given for each. Four introductory lessons and explorations in Asia, Europe, Africa, North America, South America, Australia and the Pacific, and Antarctica are included. Each exploration includes two hands-on activities related to aspects of the civilization being studied. Appendices contain information related to site journals, related organizations and resources, and the site index. (DDR)

ED 410 102 SE 060 461

Schmidt, Mary Ellen
The Effects of a 6 Month Professional Development Project on 5th and 6th Grade Teachers' Beliefs & Attitudes about Calculators 2 Years after the Project.
PUB DATE- 14 Feb 97
NOTE- 21p.; Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators (Washington, DC, February 14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Calculators; Constructivism (Learning); Educational Strategies; Grade 5; Grade 6; Intermediate Grades; *Learning Strategies; Mathematics Curriculum; Mathematics Teachers; Middle Schools; Professional Development; Questionnaires; *Teacher Attitudes; Technology
IDENTIFIERS- Middle School Teachers

This paper reports on a project that involved 16 middle school teachers incorporating fraction calculators into the mathematics curriculum. Teachers completed questionnaires prior to the beginning of the project and again two years later. Findings indicate that two years after the end of the project, teachers held positive attitudes or dispositions toward calculators and mathematics and showed no significant change in their beliefs about calculators and mathematics. Data suggest that mathematics teacher educators and the research community need to consider the benefits of short professional development programs in the reform movement, and learn how to reach into the school culture to support teachers' continued development

DOCUMENT RESUME

ED 410 123 SE 060 938

Introduction to TIMSS: The Third International Mathematics and Science Study. TIMSS as a Starting Point To Examine U.S. Education.
PUB DATE- Sep 97
NOTE- 99p.; Also included as a component of the multimedia resource kit "Attaining Excellence: TIMSS as a Starting Point to Examine....", see SE 060 930.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Area Studies; *Comparative Analysis; Elementary Secondary Education; *International Studies; *Mathematics Achievement; Mathematics Education; Science Education; *Scientific Literacy; Standardized Tests
IDENTIFIERS- *Third International Mathematics and Science Study

The 1995-1996 Third International Mathematics and Science Study (TIMSS) is the largest and most comprehensive international study ever conducted. Students from 41 nations were tested in 30 languages at three educational levels to compare their achievement in mathematics and science. Over 33,000 students and 500 schools were included in this study in the United States. This overview helps educators and others in states, communities, and schools use TIMSS as a starting point. It provides an overview of the TIMSS study, key findings and conclusions from the eighth and fourth grade reports, and supporting materials to help states and communities use TIMSS to examine their own practices from an international perspective. This booklet contains: (1) a summary of what TIMSS is and how it was conducted; (2) key TIMSS results for fourth and eighth grade achievement in mathematics and science from an international perspective; (3) TIMSS presentation overheads; (4) presentation talking points which coordinate with the overheads; (5) a sample meeting announcement; (6) information on the CD-ROM version of Attaining Excellence: A TIMSS Resource Kit; (7) sources of other TIMSS reports; and (8) a TIMSS resource kit questionnaire. (AIM)

ED 410 124 SE 060 939

Mullis, Ina V. S.
Benchmarking to International Achievement. TIMSS as a Starting Point To Examine Student Achievement.
PUB DATE- Sep 97
NOTE- 33p.; Also included as a component of the multimedia resource kit "Attaining Excellence: TIMSS as a Starting Point to Examine....," see SE 060 930.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Area Studies; *Comparative Analysis; *Grade 8; International Studies; Junior High Schools; *Mathematics Achievement; Mathematics Education; Science Education; *Scientific Literacy; Standardized Tests
IDENTIFIERS- *Benchmarking; *Third International Mathematics and Science Study; Third International Mathematics and Science Study

Reports from the Third International Mathematics and Science Study (TIMSS) provide a starting point from which to examine U.S. student achievement in mathematics and science in an international context. This publication illustrates how the different types of information found in the international reports can provide a springboard for in-depth reflection on

ED 410 145 SO 027 525

Love, Jeffrey
Patterns of Multiple Arts Participation: An Analysis of 1982, 1985, and 1992 SPPA Data.
PUB DATE- 95
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art; *Attitude Measures; *Audience Participation; Audiences; Dance; Drama; *Fine Arts; Mass Media Use; Music; Social Science Research; Television Viewing; Visual Arts
IDENTIFIERS- *Arts Participation; *Surveys of Public Participation in the Arts

Analyzing data from the 1982, 1985, and 1992 Surveys of Public Participation in the Arts (SPPA), this study defined arts participation as involvement in a listed activity at least once in 12 months. Respondents were considered crossover participants if they were involved in a single art form in more than one way or if they were involved in more than one art form in any manner listed in the surveys. What constituted crossover and the characteristics of multi-participants as compared to non-participants were also part of this study. Four types of statistical procedures were used. An analysis of relationships among participants in arts activities was made through the use of correlations cluster analyses and factor analyses. Six major findings indicated that: (1) significant crossover was limited to groups of activities that were related in some manner; (2) decisions to cross participate largely involved consideration of similarities among activities; (3) the average multiple arts participant was over 40 years old, female, college educated, earning more than 20 thousand dollars annually, white, and residing in or near urban area; (4) the average age of participants was rising; (5) strong relationships among groupings of activities were based on definable similarities; and (6) the primary explanatory factor in crossover participation was the ability to view the arts on television or video. These themes suggest a strategy that includes use of media outlets (especially television) as the vehicle for involving people in participation of more than one type of art. (MM)

ED 410 146 SO 027 545

Gibson, Kathy; And Others
Serving To Learn. High School Manual.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 94
NOTE- 158p.; For the adult education manual, see SO 027 546; for the K-8 manual, see SO 027 553.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community Services; High Schools; Language Arts; Mathematics; Public Service; School Community Programs; *School Community Relationship; Sciences; *Service Learning; Social Studies; State Curriculum Guides; State Programs; State Standards; Student Participation
IDENTIFIERS- *South Carolina

This manual provides examples of how service learning can be integrated into the curriculum of the high school. The

DOCUMENT RESUME

ED 410 168 SO 028 088

Burchenal, Margaret; And Others

Exploring Ancient Nubia at the Museum of Fine Arts, Boston. A Classroom/Museum Resource on Ancient Africa for Teachers.

SPONS. AGENCY- Metropolitan Life Foundation.

PUB DATE- 95

NOTE- 98p.; Funding also received from the Gioconda and Joseph King Foundation. Photographs may not reproduce well.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Ancient History; *Art; Art Activities; Art Criticism; *Art Education; *Art History; Cultural Context; Elementary Secondary Education; Foreign Countries; Instructional Materials; Material Culture; *Museums; Non Western Civilization; Teaching Guides; Units of Study; Visual Arts; World History

IDENTIFIERS- Africa (Northeast); *African Art; *Nubia

This teacher resource packet provides information, techniques, and a series of lesson units designed to introduce students to ancient Nubia through works of art found in the collection of the Museum of Fine Arts, Boston, Massachusetts. The packet consists of three curriculum units based upon aspects of ancient Nubian life or culture. These units are: "Discovering the Past"; "Kings and Queens"; and "The Shape of Nubian Art." The units were developed to prepare students for and build on corresponding gallery visits to the Museum of Fine Arts, Boston, but the materials may be adapted for independent use. Each unit is subdivided into three lesson units focus on selected objects in the museum collection and outline projects may be done before, during, and after the museum visit. Eighteen black and white reproductions of the discussed art works are provided, along with background information explaining each art object. A series of questions encourage student description, interpretation, and creative response to the works of art. Reproducible "Discovery Sheets" provide a range of interdisciplinary activities that students can complete either on their own or in small groups. These activities require students to gather information, develop observation and comparison skills, and encourage reflection upon connections between the art and culture of ancient Nubia and contemporary experiences. Suggestions for further reading conclude the resource. (MM)

ED 410 169 SO 028 089

Foote, Allison; And Others

MFA Connections: Three Themes for Teacher-Guided Visits to the Museum of Fine Arts, Boston.

SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.

PUB DATE- 93

NOTE- 88p.; Photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Ancient History; *Art; Art Activities; Art Criticism; *Art Education; *Art History; Cultural Context; Foreign Countries; High Schools; Instructional Materials;

ED 410 188 SP 037 401

Rutt, Dan
Survey of Parents of Middle/High School Students. Beliefs and Attitudes Regarding HIV/AIDS Prevention Education.
SPONS. AGENCY- Ohio State Dept. of Health, Columbus.
PUB DATE- 96
NOTE- 13p.; Survey commissioned by the Lucas County (Ohio) District Board of Health and conducted by Stanford H. Odesky and Associates.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; *Disease Control; Health Education; Intermediate Grades; Middle Schools; *Parent Attitudes; Prevention; Risk; Secondary Education; *Sex Education; Sexuality; Surveys
IDENTIFIERS- Middle School Students; *Ohio (Lucas County)

This study, commissioned by the Lucas County (Ohio) Health Department, was designed to assess parental beliefs and attitudes related to HIV/AIDS prevention for youth, particularly in middle and high schools. In November 1996, 400 telephone interviews were completed with parents of middle/high school students in Lucas County. Names were randomly selected from a marketing list of households with at least one child aged 10-18 years. The results indicated that parents want more aggressive AIDS prevention efforts in schools even though they greatly underestimated the level of teen sexual activity. Most parents (63 percent) wanted schools to increase education on AIDS prevention while only 3 percent who thought AIDS education should be decreased. The great majority (81 percent) of parents favored discussing both abstinence and the use of condoms with students. Most (64 percent) of parents also favored schools providing information on where to get condoms. Making condoms available in high schools to sexually active students was supported by 53 percent of parents. Eighty-three percent of parents reported they would encourage condom use by their own sexually active children. However, most parents did not want information on talking with their children about AIDS prevention with only 28 percent desiring this information. (JLS)

ED 410 189 SP 037 416

Torres, Myriam N.
Teacher-Researchers in the "Zone of Proximal Development": Insights for Teacher Education.
PUB DATE- 96
NOTE- 13p.; Paper presented at the International Conference: "A Cultural-Historical Approach to the Study of Education: Centenary of Lev S. Vygotsky" (Moscow, Russia, October 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Elementary Secondary Education; Higher Education; *Inquiry; Inservice Teacher Education; Partnerships in Education; Preservice Teacher Education; *Professional Development; Teacher Attitudes; *Teacher Improvement; *Teacher Researchers; Teachers
IDENTIFIERS- *Vygotsky (Lev S); *Zone of Proximal Development

This study is part of a larger project on teacher research and professional development in the Teacher Enhancement Program

DOCUMENT RESUME

ED 410 206 SP 037 466

Wraga, William G.
Historical Perspectives on the 'Reconceptualization' of Curriculum Studies.
PUB DATE- 97
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Curriculum Research; Educational Theories; *Educational Trends; Elementary Secondary Education; *Social Influences
IDENTIFIERS- Kuhn (Thomas S); National Science Foundation; Tyler (Ralph W)

A particular historical account of the "reconceptualization" of the curriculum field has prevailed since advocates of this movement began promoting it in the late 1970s. The standard account is that two developments have led to the demise of the curriculum field and education reform. First, leaders of national reform excluded curriculum specialists in favor of cognate field specialists under the auspices of the National Science Foundation (NSF) in the 1960s. In the next decade, economic recession, leading to cutbacks, further marginalized the traditional curriculum field. Moreover, "reconceptualists" insist that traditional curriculum was designed to maintain the existing social order. Alternative historical perspectives indicate a commitment to democratic forms of educational leadership and that scientific management practices associated with social control were more influential in the field of education administration. Curriculum history written during the 1960s and 1970s may reflect the prevailing disillusionment with traditional institutions in America at that time. Curriculum histories of this period often tied their critique of the curriculum past to events of the curriculum present, drawing direct connections between the 1920s and 1970s while effectively ignoring the intervening decades. Until reconceptualized curriculum theorists confront the historically problematic assumptions of their theory, the events of the 1970s will be better understood not as a true paradigm shift but as a movement resonating in the prevailing sociopolitical milieu. Contains 93 notes. (LH)

ED 410 207 SP 037 467

Damon, Linda; And Others
Preparing Teachers for Tomorrow: A Constructivist Approach.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Phoenix, AZ, February 25-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Course Descriptions; Elementary Education; Graduate Study; Higher Education; Integrated Activities; *Methods Courses; Preservice Teacher

DOCUMENT RESUME

ED 410 226 TM 026 059

Brualdi, Amy C.
Multiple Intelligences: Gardner's Theory. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Biology; *Cognitive Style; Culture; *Educational Assessment; *Intelligence; Intelligence Tests; Interpersonal Relationship; Kinesthetic Perception; Linguistics; Mathematical Aptitude; Music; Performance Based Assessment; Problem Solving; Spatial Ability; *Teaching Methods; *Theories
IDENTIFIERS- Alternative Assessment; ERIC Digests; *Gardner (Howard); *Multiple Intelligences

This digest discusses the origins of Howard Gardner's Theory of Multiple Intelligences, his definition of intelligence, the incorporation of the theory into the classroom, and its role in alternative assessment practices. Gardner defines intelligence as the "capacity to solve problems or to fashion products that are valued in one or more cultural setting" (1989). Using biological and cultural research, he developed a list of the following intelligences: (1) logical-mathematical intelligence; (2) linguistic intelligence; (3) spatial intelligence; (4) musical intelligence; (5) bodily-kinesthetic intelligence; (6) interpersonal intelligence; and (7) intrapersonal intelligence. Gardner asserts that the intelligences seldom operate independently; they are used concurrently and complement each other. Accepting the theory of multiple intelligences has several implications for classroom teachers. Teachers should think of all intelligences as equally important and should structure material in a way that engages most or all of the intelligences. Although it is not practical to accommodate every lesson to all of the learning styles found within one classroom, teachers should show students how to use their more developed intelligences to assist in understanding subjects that use their weaker intelligences. Supporters of Gardner's theory argue that alternative assessment methods that allow students to explain material in their own ways allow more students to participate successfully in classroom learning. (Contains nine references.) (SLD)

ED 410 227 TM 026 060

Stansfield, Charles W.
Content Assessment in the Native Language. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Achievement Tests; Feedback; Graduation Requirements; *Limited English Speaking; Literacy; Responses; *Second Language Learning; *Test Content; Test Wiseness; *Testing Problems
IDENTIFIERS- ERIC Digests; Language Minorities; *Native Language

DOCUMENT RESUME

ED 410 245 TM 026 984

Falk, Beverly; Ort, Suzanna
Sitting Down To Score: Teacher Learning through Assessment.
PUB DATE- Mar 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conferences; Cooperation; *Educational Assessment; Elementary Secondary Education; Learning; *Participation; Performance Based Assessment; *Scoring; *Standards; State Programs; Teacher Attitudes; Teacher Education; *Teachers; Testing Programs
IDENTIFIERS- Large Scale Assessment; New York

This paper contributes to the body of knowledge on new forms of assessment by examining the impact of teacher involvement in the scoring of standards-based performance assessments. Researchers studied 250 of 500 teachers who participated in a New York state project to pilot new state assessment prototypes. The National Center for Restructuring Education, Schools, and Teaching (NCREST) collaborated with the New York State Education Department and other partners to develop new prototypes for the state assessment system that is standards-based. This project, the New York State Goals 2000 New Assessments Project mobilized teams of New York teachers to pilot the developed assessments and to attend scoring conferences to evaluate student work in relation to state standards. Data about 250 scoring conference participants came from observations during scoring sessions, interviews with 30 participants, and an open-ended questionnaire administered to all participants. Data provide strong evidence for how teacher involvement in the use of large-scale standards performance assessments supports teachers' learning about standards, their discipline, their students, and their teaching. It also demonstrates how the process of scoring offers teachers a forum for collaboration and learning from each other. (Contains 1 table and 33 references.) (SLD)

ED 410 246 TM 026 988

Loving, Cathleen C.; And Others
The Evolution of a Research Design: Evaluating Professional Development Schools in the NEA Teacher Education Initiative.
PUB DATE- Mar 97
NOTE- 72p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Curriculum Development; Educational Change; Elementary Secondary Education; Higher Education; Longitudinal Studies; *Partnerships in Education; *Professional Development Schools; Program Evaluation; *Research Design; School Restructuring; *Teacher Education
IDENTIFIERS- *National Education Association; Reform Efforts; Texas A and M University

There is growing evidence that establishing school-university

ED 410 264 TM 027 046

Zhang, Zhicheng; RiCharde, R. Stephen
Learning-Thinking Style Inventory: LISREL and Multivariate Analyses.
PUB DATE- Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cognitive Style; *College Students; Engineering; Factor Structure; Higher Education; Learning; Liberal Arts; Majors (Students); Metacognition; Multivariate Analysis; *Performance Factors; Test Use; *Test Validity; *Thinking Skills
IDENTIFIERS- Confirmatory Factor Analysis; Distractibility; *Learning Thinking Style Inventory; LISREL Computer Program

A study was conducted to examine the validity of the Learning-Thinking Style Inventory (LTSI) and to investigate the learning and thinking styles of college students in relation to their major and academic performance. Generated out of the framework of personality model and information processing theory, the 49-item LTSI embraces a broad spectrum of learning-thinking styles including perceptual modality preference, distractibility, metacognition, and analytic-global tendency. The construct validity of the instrument was supported by the congruence between the four subscales and the four-factor structure generated and verified by confirmatory factor analysis using the LISREL computer program. A 3x3 multivariate analysis of variance conducted on the data from 243 college students revealed significant main effects for major and academic performance on students' learning and thinking styles. Further analyses showed that liberal arts students and engineering students differed in their perceptual modalities. Students with higher cumulative grade point averages demonstrated a higher degree of metacognition and lower degree of distractibility in comparison with their peers. Implications for higher education are discussed. (Contains 7 tables and 30 references.) (Author/SLD)

ED 410 265 TM 027 047

Roeber, Edward D.
Designing Coordinated Assessment Systems for IASA Title I.
PUB DATE- Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Compensatory Education; *Coordination; *Educational Assessment; Elementary Secondary Education; Federal Aid; Federal Legislation; Program Evaluation; *Standards; *Test Construction; Test Format; Test Use
IDENTIFIERS- *Improving Americas Schools Act 1994 Title I

This paper describes an approach that states and local districts might use to develop a coordinated assessment system so that

DOCUMENT RESUME

ED 410 283 TM 027 106

Reckase, Mark D.
Statistical Test Specifications for Performance Assessments: Is This an Oxymoron?
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; *Generalizability Theory; Interrater Reliability; *Performance Based Assessment; *Statistical Analysis; Test Construction; Test Reliability; Test Use; Test Validity
IDENTIFIERS- High Stakes Tests; *Test Specifications

This paper argues that special procedures for constructing assessment tools containing performance assessment tasks are unnecessary and that current test methodology can easily be generalized to complex performance assessment tasks without destroying the desirable characteristics of those tasks. Reasonable statistical requirements for sound performance assessments can be described based on current experience in rater reliability, test reliability, generalizability, and validity. Content specifications are not the focus of this paper, but it is apparent that there is significant variation in the functioning of assessment tasks, and that content must be matched to objectives of the assessment. Considering performance assessment tasks as the target of instruction provides an appealing and straightforward model for assessment, but generalizing to other tasks is an issue that cannot be ignored. Two options are available to the test developer wishing to produce a performance assessment with generalizable results. The first is to select performance assessment tasks that are at least moderately intercorrelated, and the second is to increase the number of tasks administered until the desired level of generalizability is attained. Domain coverage and high stakes test use are other issues that must be explored. It is argued that statistical specifications such as inter-rater reliability, inter-task correlations, and generalizability coefficients are an important part of the design of performance assessments. (Contains 20 references.) (SLD)

ED 410 284 TM 027 107

Reckase, Mark D.
Consequential Validity from the Test Developer's Perspective.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Entrance Examinations; *High School Students; High Schools; Higher Education; Ideology; Prediction; *Program Evaluation; Public Policy; *Test Construction; Test Use; Test Validity
IDENTIFIERS- *ACT Assessment; Constructs

This paper explores what a responsible test developer would do to

ED 410 302 TM 027 576

Fromboluti, Carol Sue
Products Available from the National Center for Education Statistics.
PUB DATE- Apr 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accounting; Classification; Confidentiality; Data Collection; *Databases; Early Childhood Education; Educational Finance; *Educational Research; Educational Technology; *Elementary Secondary Education; Federal Government; Guides; Higher Education; Optical Data Disks; Pilot Projects; Public Agencies; *Publications; *Resource Materials; Standards; Student Characteristics; Student Records
IDENTIFIERS- *National Center for Education Statistics; SPEEDE ExPRESS Electronic Transcript System

This booklet lists some of the products available from the National Center for Education Statistics. Each product is described briefly, with some notes about its development and use, and ordering information, including cost and stock number. The following products are described: (1) "Student Data Handbook for Elementary, Secondary, and Early Childhood Education"; (2) "Staff Data Handbook for Elementary, Secondary, and Early Childhood Education"; (3) "Financial Accounting for Local and State School Systems"; (4) "A Pilot Standard National Course Classification System for Secondary Education"; (5) "SPEEDE/ExPRESS"; (6) "Protecting the Privacy of Student Records: Guidelines for Educational Agencies"; (7) "Guidelines for Making Education Technology Decisions"; (8) "Standards for Education Data Collection and Reporting"; and (9) CD-ROM products from the Data Analysis System and Public Use Data. (SLD)

ED 410 303 TM 027 577

Vanneman, Alan
New Software Makes NAEP Data User Friendly.
PUB DATE- Apr 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Computer Software; Computer Software Evaluation; Computer Uses in Education; *Data Analysis; Data Collection; *Databases; Educational Assessment; *Educational Research; *Elementary Secondary Education; Federal Government; *Information Dissemination; Longitudinal Studies; National Surveys; State Programs; User Needs (Information)
IDENTIFIERS- *National Assessment of Educational Progress; Statistical Package for the Social Sciences

The National Assessment of Educational Progress (NAEP) has been collecting data on student achievement since 1969. It currently maintains three different assessments: long-term trends, cross-sectional national, and cross-sectional state-by-state data. Although the data are available to researchers outside the Federal Government, limited use has been made of them, due in part to the quantity and complexity of the data. The National Center for Education Statistics (NCES), which administers NAEP, has developed a number of software products to increase the

ED 410 320 TM 027 882

The National Education Goals Report Summary, 1997.
PUB DATE- 1997
NOTE- 48p.; For the full report, see TM 027 881.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adult Literacy; Educational Improvement; *Educational Objectives; *Elementary Secondary Education; High School Graduates; *Mathematics Achievement; National Programs; *Sciences; *Standards
IDENTIFIERS- America 2000; Educational Indicators; National Education Goals Panel; *National Education Goals 1990; Reform Efforts; Science Achievement; Standard Setting

The "National Education Goals Report" is published annually to describe progress toward the National Education Goals. This summary of the full report presents more than two dozen national core indicators to convey how much progress has been made in each of the eight National Education Goals. In addition, this year's "Summary" highlights student achievement in mathematics and science, two of the core areas in which all students should demonstrate competence. The encouraging news is that more students in grades 4, 8, and 12 are considered proficient or advanced in mathematics than were students 6 years ago. In addition, more college graduates are receiving degrees in the sciences and mathematics. Much of this success can be attributed to work that states and professional organizations have done to set rigorous academic standards for students. Much remains to be done, however, and for this reason, the National Education Goals Panel has proposed three steps to raise achievement: (1) set tougher standards that are comparable to the best in the world; (2) align all components of the education system with these standards; and (3) strengthen teachers' subject-matter knowledge and teaching skills. (Contains 12 figures.) (SLD)

ED 410 321 UD 031 385

Schwartz, Wendy
An Overview of Strategies To Reduce School Violence. ERIC/CUE Digest No. 115.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Behavior Patterns; Community Involvement; Early Intervention; Educational Policy; Educational Practices; Elementary Secondary Education; Prevention; Program Development; Program Effectiveness; Public Policy; *School Safety; *Violence
IDENTIFIERS- ERIC Digests

This digest reviews a variety of the policies, programs, and practices to prevent youth violence so that local leaders can base decisions on the experience of other communities. The effectiveness of school violence prevention initiatives is increased by public policies that reinforce their message and by community programs that attempt to prevent or relieve youth

This study was designed to investigate the use of computers by student teachers in their practicums. Student teachers (n=120) in two public universities in the United States answered a questionnaire that covered: the manner and frequency of computer use, student teachers' perception of their training, their attitudes toward the role of the computer in teaching, and factors that might be associated with student teachers' use of computers. The study achieved a response rate of 92% (n=110). Eighty-five percent of the student teachers in the study reported using computers. Fifty-one percent of the student teachers used computers with children and for personal purposes. Student teachers held positive attitudes toward the role of computers in education. Drill and practice comprised the highest usage rate in educational software. There was a low usage rate in game, problem solving, tutorial, and simulation programs. Word processing had the highest usage rate of tool software, with usage rates sharply lower for graphics, spreadsheet, and database programs. While only 13% of the student teachers used computers for multimedia, just 10% of them used computers for telecommunication. Study findings highlight the need to restructure the educational computing courses in the teacher education programs at the two universities. (Contains 17 references.) (SWC)

ED 409 880   IR 018 469

Cassity, Constance L.
Learning with Technology: Research on Graphing Calculators.
PUB DATE- 97
NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the 1997 National Convention of the Association for Educational Communications and Technology (19th, Albuquerque, NM, February 14-18, 1997); see IR 018 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; *College Mathematics; Educational Change; Educational Technology; *Graphing Calculators; Graphs; Higher Education; *Mathematics Achievement; Mathematics Education; Mathematics Skills; Sex; *Spatial Ability
IDENTIFIERS- *Conceptual Models; Confidence; Technology Integration

Research has often found little or no significant differences in overall performance for math students using graphing calculators compared to traditional (non-calculator) classes. However, when performance is divided into procedural and conceptual levels, significant differences appear at the conceptual level. This study investigates the relation of the factors of gender, spatial visualization, mathematical confidence, basic algebra ability, and classroom graphing calculator utilization to conceptual mathematical performance with graphing calculators in college algebra. The subjects were undergraduate students enrolled in a college algebra class in which graphing calculators are required. Graphing calculator utilization was observed and rated on a scale ranging from negative to intensive. The study revealed little variation over the utilization rating scale, with scores only ranging from 6-9 inclusive on a scale of possible values from 3-15. This indicates that the integration of this technology was not yet a major part of the instructional process. The data collected in this study may serve as a baseline for data collected in the future as the reform process changes the teaching of college algebra. The lack of gender correlations supports the equity of

Statistics (NCES) since 1966, was designed to provide concise information on library resources, services, and expenditures for the entire population of academic libraries in the United States. This report summarizes the status of U.S. academic libraries in 1992 and presents data on changes in library staffing and resources between 1990 and 1992. Tables examine seven focal indicators of library status: (1) total full-time equivalent (FTE) library staff; (2) total FTE library staff per 1,000 FTE students and per 100 full-time instructional faculty members; (3) total volumes held; (4) total volumes held per FTE student; (5) total library operating expenditures; (6) total library operating expenditures as a percentage of total educational and general expenditures; and (7) total library operating expenditures per FTE student. Appendices provide: data on FTE student enrollment, faculty size, and total educational and general expenditures information; and technical materials describing ALS methodology and statistical procedures. (Contains 15 references.) (SWC)

ED 409 898 IR 056 414

Flood, Susan, Comp.
Evolution & Status of Approval Plans. SPEC Kit 221.
PUB DATE- May 97
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Comparative Analysis; Evaluation Methods; Higher Education; *Library Acquisition; Library Administration; *Library Collections; *Library Expenditures; Library Funding; Library Materials; Library Services; Library Statistics; *Library Surveys; Nonprint Media; Purchasing; Time Perspective; *Trend Analysis; Use Studies; Vendors
IDENTIFIERS- *Approval Plans; Association of Research Libraries; Examples

This report documents the results of a survey on the current use and management of approval plans, and compares them with similar studies published in SPEC kits in 1982 and 1988. Overall, Association of Research Libraries (ARL) institutions still consider approval plans to be efficient and cost effective. Survey results include: (1) the percentage of respondents using approval plans has remained stable, with 85% in 1982, 94% in 1988, and 93% in 1996; (2) more than half of respondents committed a greater percentage of their library materials budget to approval purchases in 1996 than in 1988; (3) there was a 77% increase in approval plan spending per institution between 1988 and 1996; and (4) approval plans continue to be used primarily for acquiring traditional print materials, although 30% report using the approval concept to acquire non-print media. Observations made in the 1982, 1988, and 1996 surveys show that the use of the approval method continues to be very diverse in ARL institutions. The effectiveness of approval plans depends on the care and attention they are given by both the library and the vendor. The document includes a list of participating institutions, and approval plan documentation from the University of Kentucky, University of Nebraska-Lincoln, State University of New York at Stony Brook, Temple University (AZ), University of Texas at Austin, and University of Toronto (Canada). A selected reading list is also provided. (Contains 26 references.) (SWC)

ED 409 899 IR 056 415

library policies, services, and other information. The handbook is divided into 10 sections: (1) Introduction and Fact Sheet; (2) Publicity and Community Awareness; (3) Partnerships--Finding and Keeping Partners; (4) Youth Services and the Internet; (5) Evaluation of FloriNet--Telling Your Story; (6) State Library Services; (7) Library Policies and the Internet; (8) Basic Connectivity Information; (9) Directory of FloriNet Libraries; and (10) Scrapbook--Press Releases and Clippings. (AEF)

ED 409 919 IR 056 442

Access to Electronic Information, Services, and Networks: An Interpretation of the Library Bill of Rights.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Information; *Freedom of Information; Guidelines; *Information Networks; *Information Policy; Librarians; *Library Policy; Library Role; Library Services; Privacy; *Telecommunications; User Needs (Information)
IDENTIFIERS- *American Library Association

The American Library Association (ALA) expresses the basic principles of librarianship in its "Code of Ethics" and in the "Library Bill of Rights" and its interpretations. All library system and network policies, procedures or regulations relating to electronic resources and services should be scrutinized for potential violation of user rights. User policies should be developed according to the policies and guidelines established by the ALA. Users should not be restricted or denied access for expressing or receiving constitutionally protected speech. Although electronic systems may include distinct property rights and security concerns, such elements may not be employed as a subterfuge to deny users' access to information. Users have both the right of confidentiality and the right of privacy and the rights of minors shall in no way be abridged. Electronic information, services, and networks provided directly or indirectly by the library should be equally, readily and equitably accessible to all library users. Providing connections to global information, services, and networks is not the same as selecting and purchasing material for a library collection; it is left to each user to determine what is appropriate. Libraries should not deny or limit access to information available via electronic resources because of its allegedly controversial content or because of the librarian's personal beliefs or fear of confrontation. Libraries, acting within their mission and objectives, must support access to information on all subjects that serve the needs or interests of each user. In order to prevent loss of information, and to preserve the cultural record, libraries may need to expand their selection or collection development policies to ensure preservation, in appropriate formats, of information obtained electronically. A list of questions and answers are included at the end of the document. (AEF)

ED 409 920 IR 056 443

Steele, Shirley; Heim, Amanda
Libraries Enhance Student Learning: A Guidebook of Innovative Library Programs for Youth.
PUB DATE- 97

Vaughan and Iris M. Weisman); (2) "The Community College Presidency: Qualities for Success" (David R. Pierce and Robert P. Pedersen); (3) "Orientation and Professional Development of Trustees" (Gary Davis); (4) "Board-President Relations: A Foundation of Trust" (Norm Nielsen and Wayne Newton); (5) "When Boards Change: Presidential Response" (George R. Boggs and Cindra J. Smith); (6) "Opportunities and Challenges for Boards in Times of Change" (Montez C. Martin, Jr.); (7) "When a Crisis Occurs: A President's Perspective" (Sean A. Fanelli); (8) "When a Crisis Occurs: A Trustee's Perspective" (Phyllis Gutierrez Kenney); (9) "At the Millennium" (Fred Gaskin); and (10) "Sources and Information: Community College Leadership" (Lucy Lee). (BCY)

ED 409 938 JC 970 402

Balabkins, Xenia P.; And Others
Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University, June 1997.
PUB DATE- Jun 97
NOTE- 196p.; For individual papers, see JC 970 403-414.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Early Retirement; *Educational Practices; *Educational Principles; *Educational Trends; Foreign Students; Multicultural Education; Philosophy; School Publications; Second Language Programs; Two Year Colleges; *Womens Studies

This collection contains essays on contemporary issues facing community colleges written by fellows in Princeton University's Mid-Career Fellowship Program. The essays are as follows: "Is Middlesex County College Accomplishing Its Mission?" (Xenia P. Balabkins); "The Coming of Age of Women's Studies: Attention Must be Paid" (Lynne M. DeCicco); "The Psychology of Women and Gender" (Miriam M. Dumville); "An English Professor Considers Mathematics" (Noreen L. Duncan); "On Assessing Philosophical Literacy" (Saul Kelton); "Literary Magazines at Community Colleges: Their Forms and Impact" (Bonnie M. MacDougall); "Clarifying Institutional Policy Toward International Students: A Community College Self-Study Model" (Sara B. Pfaffenroth); "Multiculturalism: A Design for Introductory Literature on the Community College Level" (Madeline Santoro); "New Technologies in Mathematics" (Jorge Sarmiento); "Proposal for an Early Retirement Incentive Program at Mercer County Community College" (Arthur E. Schwartz); "Has Collective Bargaining Damaged Shared Governance?" (Anthony Signorelli); and "Foreign Languages at New Jersey Two-Year Colleges" (George R. Willard). (HAA)

ED 409 939 JC 970 403

Balabkins, Xenia P.
Is Middlesex County College Accomplishing Its Mission?
PUB DATE- Jun 97
NOTE- 9p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 970 402. Best copy available.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

the organization and all of whose members should be capable of developing a vision for the college, understanding other group members' mental models, and thinking in wholes. Using a systemic approach means that planning efforts are focused on the institution as a whole and that interrelationships and patterns of behavior are examined to determine their effect on operations. The college's budget should be understood as the vehicle with which the institution can move forward toward its vision, while the deployment process should ensure that all parts of the institution are working on the few vital strategies identified as key to institutional success and that individual department initiatives are visible. Finally, visible measures should be developed that assume that continuous quality improvement strategies will be implemented and that the process will include accountability. Contains 12 references. A sample goal matrix for Wisconsin's Milwaukee Area Technical College is appended. (BCY)

ED 409 957   JC 970 421

Rajek, Becky; And Others
Designing and Implementing Value Focused Effectiveness Indicators.
PUB DATE- Jun 97
NOTE- 25p.; Paper presented at the Annual Community College Consortium Summer Institute on Institutional Effectiveness and Student Success (9th, Tempe, AZ, June 22-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *College Outcomes Assessment; College Planning; Economic Impact; *Evaluation Criteria; Evaluation Methods; Participant Satisfaction; School Effectiveness; *Self Evaluation (Groups); Technical Institutes; Two Year Colleges

Focusing on the measurements and traits used to assess program effectiveness at Wisconsin's Northcentral Technical College (NTC), this document reviews the college's value-focused effectiveness indicators and provides data on outcomes as of 1994-95. Following NTC's mission statement, the program assessment criteria developed at the college are described, indicating that they include both measurements, obtained from commonly used college or state data, and traits, or information related to employer satisfaction and program supply and demand. Measurements, traits, and related benchmarks are then described for the following indicators: customer satisfaction, including student satisfaction rate, the student satisfaction rate with information provided by program leavers, and employer satisfaction; economic impact, including graduate salary comparisons, placement rates, placement rates including leavers, future demand, community economic return, and outcomes after 5 years; and efficient use of resources, measured by course utilization, student accessibility, retention/graduation rates, faculty utilization, and high demand among students. Following a sample "report card" of 1992-93 to 1994-95 outcomes for NTC's dental hygiene program, outcomes by program are presented for the same period for the following measures: student satisfaction rate, graduate salary comparison, placement in jobs related to students' program of study, community economic return, course utilization, retention/graduation rate, and faculty utilization. Overheads related to the development of the indicators are attached. (HAA)

DESCRIPTORS- Caregiver Role; *Child Caregivers; Elementary Education; Paraprofessional Personnel; Professional Continuing Education; *Professional Development; Professional Occupations; Professional Personnel; *School Age Day Care; *Staff Development
IDENTIFIERS- Caregiver Attitudes; *Professionalism; Professions

This workshop discussion paper addresses the issue of professionalism in school-age care. After explaining that "professionalism" means different things to different people and offering a brief history of professionalism, the paper provides a working definition of a professional: Someone who operates out of a theory base, someone who not only knows what to do, but why. Differences between professionals and paraprofessionals are illustrated through a brief example. The paper outlines 13 characteristics which, when in place to some degree, an occupation becomes a profession. Those characteristics are: (1) societal acceptance; (2) preservice training; (3) non-academic occupational socialization; (4) continuing education; (5) sharing of values, preferences, norms; (6) altruistic responsibility; (7) symbols of professional unity; (8) code of ethics; (9) regulated admission; (10) certification and re-certification; (11) legally imposed penalties; (12) power and autonomy from within; and (13) relationships with other vocations. The conclusion challenges school-age caregivers to take the initiative and steps necessary toward professionalism. Each section of the paper includes discussion questions. (TJQ)

ED 409 976   PS 025 115

Ollhoff, Jim; Ollhoff, Laurie
School-Age Care from the Perspective of Social Role Theory.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Caregiver Child Relationship; *Caregiver Role; *Child Caregivers; Elementary Education; Role Conflict; Role Perception; *Role Theory; *School Age Day Care
IDENTIFIERS- *Caregiver Behavior; *Professionalism

Within the literature of social psychology, there exists a body of information that deals with role theory, defined as the expectations persons have at any given time and the norms that govern their behavior. This paper discusses role theory as it applies to school-age child caregivers and as part of the process of professionalism. "Role" is defined as a set of expectations that vary depending on the situation, with role norms indicating what actions and words are appropriate in different situations. When the role of school-age caregivers is considered that of a facilitator of positive development, every activity, game, or interaction is an opportunity to further children's development. The many different ways caregivers carry out this role are called functional tasks, and those include being a programmer, teacher, nurturer, discipliner, community worker, and administrator. Sub-roles define the expectations within each of the environments of the functional tasks. Roles are learned through a process called role acquisition, with effective contact and attentive observation of a model key to developing a new role. Role consensus occurs when a new role is acquired and others agree that behaviors are consistent with that role. Occasionally, role strain can occur. This is any felt difficulty meeting the requirements and expectations of a particular role. Several kinds of role strain

Development; Program Evaluation; *Young Children
IDENTIFIERS- Program Replication

This manual describes the procedures for planning and implementing a co-located or shared-site intergenerational day care program, based on the experiences of the Generations program in Columbus, Ohio. Part 1 of the manual defines co-located or shared site programs, provides a rationale for providing co-located child day care and adult day services, and suggests possible sites for such programs. Part 2 describes the Generations Program, a collaboration between a day program for older adults and younger adults who are physically or cognitively impaired, and a YWCA child care center. The adult program operated on the first floor of a shared building and the child care center operated on the second floor. The description includes program goals, the individual programs, and a summary of the findings of an evaluation of the intergenerational components of the programs. Part 3 outlines the development and implementation of an intergenerational program, including: (1) administration and management, design and construction, and fundraising; (2) staffing, including shared staffing, the intergenerational coordinator position, and recruitment and selection; (3) staff training, parent and family participation, and adult client and child orientation; (4) ongoing funding of the program; (5) specific design issues, such as program structure, and joint programming; (6) program evaluation; and (7) ideas for ensuring program success, noting the importance of the coordinator position and staff recognition. Appended are the coordinator position description, sample activities, evaluation materials, and resources. (KB)

ED 409 994   PS 025 599

Ullrich, Manuela; Kreppner, Kurt
The Quality of Family Communication and Academic Achievement in Early Adolescence.
PUB DATE- Apr 97
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Early Adolescents; Elementary Education; Family Environment; Foreign Countries; Grades (Scholastic); *Interpersonal Communication; *Parent Child Relationship; Predictor Variables
IDENTIFIERS- Dyads; *Family Communication

This study focused on the role of family communication patterns as they affect children's academic achievement, as determined by grades. Sixty-two children (average age: 11.6 years) and their parents were observed and videotaped in dyadic settings (mother-child, father-child) in their homes while discussing everyday topics presented to them in a structured situation. Communication behavior in the parent-child dyads was scored from the tapes according to a category system developed to cover formal, verbal-communicative, and non-verbal aspects of the communication. The children were divided into three groups according to their average grades: high, medium, and low. Analysis of the frequency distributions of the communication aspects revealed significant differences between groups with different grades as well as between dyadic settings. Both parents and children exhibited differential patterns of communication behaviors according to children's level of racial differences in pregnancy risk, regional differences suggesting a link between pregnancy and poverty, and the preponderance of adolescent births in urban counties. Part 2, "Risk Factors for Adolescent Pregnancy," discusses increasing teen sexual activity and contraceptive use; describes how the risk factors of poverty, high risk behavior, poor academic skills, media portrayal of sexuality, and sexual abuse can provide a basis for preventive strategies; and points out that positive relationships with family and church can reduce risk. Part 3, "Consequences of Adolescent Childbearing," illustrates the health, economic, and educational risks faced by adolescent mothers; discusses the disadvantages for children of teen parents; and presents the economic costs of teen pregnancy. Part 4, "Principles and Strategies to Reduce Adolescent Pregnancy," advocates programs targeting adolescent sexuality, contraceptive use, and pregnant or parenting teens, in addition to holistic programs addressing the underlying issues of poverty, unemployment, and school success. Part 5, "Selected Missouri Programs That Are Making a Difference," reveals that programs for pregnant or parenting teens were more common than prevention programs and that few programs had conducted outcome evaluations. Part 5 also describes several intervention programs. Appended are Missouri program contact persons, data notes, and acknowledgments. (Contains 26 references.) (KDFB)

ED 410 010 PS 025 637

Child Support Enforcement: Early Results on Comparability of Privatized and Public Offices. Report to the Chairman, Committee on the Budget, House of Representatives.
PUB DATE- Dec 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Support; Comparative Analysis; Cost Effectiveness; Government Role; Interviews; Performance; Performance Factors; *Private Sector; *Privatization; *Public Agencies
IDENTIFIERS- Arizona; *Child Support Enforcement; Interstate Child Support; Paternity Establishment; Personal Responsibility and Work Opp Recon Act; Tennessee; Virginia

In response to increased federal requirements for mandated services under child support reforms, several states have begun privatizing child support enforcement services that were traditionally delivered by public agencies. This report to the U.S. House of Representatives examines: (1) states' rationale for full-service privatization; (2) how the performance and cost-effectiveness of full-service privatization efforts compare with publicly managed child support enforcement; and (3) issues which could affect future full-service privatization contracts. Information was collected through interviews with child support officials in 12 states and with officials from the Office of Child Support Enforcement and the Internal Revenue Service (IRS). The cost-effectiveness for four fully privatized local offices in Arizona, Tennessee, and Virginia was examined and the performance of each privatized office was compared to a similar public office. Results indicated that fully privatized offices performed as well as or better than public child support programs in locating noncustodial parents, establishing paternity and support orders, and in collecting support owed. Privatized offices were as or more cost-effective than their public counterparts. According to state and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Change; Behavior Problems; *Early Intervention; Elementary School Students; Grade Repetition; *Grade 1; *High Risk Students; Low Income; Parent Participation; Parent School Relationship; Parent Teacher Cooperation; Parenting Skills; Primary Education; Program Effectiveness; Program Evaluation; *School Community Relationship; Special Needs Students
IDENTIFIERS- El Paso Independent School District TX; Texas (El Paso)

The result of a collaboration between the El Paso, Texas, school district and community agencies, the Focus on First Graders program provides early intervention and prevention using a comprehensive approach to providing a variety of services at the school to at-risk first graders from low income families. Teachers and parents were surveyed to evaluate the effectiveness of the program. Specific elements of the program were assessed, including Family Intervention, agency counseling, tutoring, Learning Trolley, and parenting classes. Teachers indicated that most of them knew of the program and indicated benefits students received from each program element, training that could be included in the program, and suggestions for greater program effectiveness. Success stories about students who benefited from the program were also provided. Teachers also rated how much particular students had improved on a variety of problem indicators; results suggest that some improvement was seen in at least 70 percent of the students on nearly all behaviors. Results also indicate that retention rates have dropped in schools using the intervention program. The 63 parents who responded to the program effectiveness survey indicated that the program had helped them understand and work better with their children, that staff had been helpful, and that the program had increased their involvement in their children's education. A pamphlet, "Focus on First Graders: Strengthening First Graders and Their Families = En foque En los ninos de primer ano" (in English and Spanish) is included. (JPB)

ED 410 028 PS 025 688

Child Care Programs: Fiscal Year 1996 Annual Report.
PUB DATE- Feb 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Children; *Day Care; *Day Care Centers; Early Childhood Education; *Family Day Care; *Financial Support; Government Role; *Grants; Tables (Data)
IDENTIFIERS- Alaska; Child Care and Development Block Grants; *Child Care Costs; *Government Spending; Resource and Referral Service; Transitional Child Care

Assistance with paying for the cost of child care often makes the critical difference in whether or not a parent can work to support the family. This annual report provides information on child care assistance programs in Alaska. The 1996 Fiscal Year (FY) funding is presented for four programs providing a portion of low to moderate income parents' child care costs: (1) Day Care Assistance Program; (2) Transitional Child Care; (3) At Risk Assistance; and (4) Child Care and Development Block Grant. Trends in funding for the Child Care Grant, a program providing a business subsidy for child care centers and

Studies"; (6) "Physical Education"; (7) "Health"; (8) "Fine Arts"; and (9) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 410 046　　　　PS 025 726

Curriculum Handbook for Parents, 1997-1998. Grade 6.
PUB DATE- 97
NOTE- 33p.; For other handbooks in the "Curriculum Handbooks for Parents" series, see PS 025 720-729.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; *Elementary School Curriculum; Fine Arts; Foreign Countries; *Grade 6; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Social Studies
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 6 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 6 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health"; (8) "Fine Arts"; and (9) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 410 047　　　　PS 025 727

Curriculum Handbook for Parents, 1997-1998. Grade 7.
PUB DATE- 97
NOTE- 41p.; For other handbooks in the "Curriculum Handbooks for Parents" series, see PS 025 720-729.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 7; Health Education; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 7 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes students in

Educational Assessment; Educational Benefits; Intermediate Grades; Junior High Schools; *Middle Schools; *Mixed Age Grouping; *Outcomes of Education; Program Descriptions; Program Implementation
IDENTIFIERS- Barriers to Implementation; Florida; Middle School Students

Multigrade grouping is the practice of intentionally grouping two or more grade levels in the same classroom to enhance learning. It is becoming a much discussed and implemented alternative grouping practice in middle level education. This paper describes the implementation process of two multigrade "teams" in two Florida middle schools, the Loggerhead Team and the Piranha Team. The description is presented as a case study organized around five research questions: (1) What is the process of implementing multigrade/multiyear middle school teams? (2) What are the perceived benefits to implementing multigrade/multiyear middle school teams? (3) What are the perceived barriers to implementing such teams? (4) How do multigrade/multiyear middle school teams operate on a day-to-day basis? and (5) How do student outcomes in multigrade/multiyear middle school teams compare with student outcomes in single grade middle school teams? Observation showed that benefits of multigrade grouping include formation of long-term relationships, continuity, and a family atmosphere. Barriers to implementation include systemic barriers, lack of models, attitudes, and time. Student outcomes were not substantially different from those for students in single-grade teams. The paper concludes with a summary of implications for principals, teachers, students, and parents, and recommendations for future research. (EV)

ED 410 067 PS 025 761

Trautner, Hanns Martin
Parental Gender Concepts, Attitudes, and Role Division and Gender Development in Five- to Ten-Year-Old Boys and Girls.
PUB DATE- Aug 96
NOTE- 15p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Child Development; *Childhood Attitudes; Children; Foreign Countries; Individual Differences; Longitudinal Studies; Parent Attitudes; *Parent Influence; Sex Differences; *Sex Role; Sex Stereotypes; Sexual Identity; Socialization

The impact of parents as socialization agents for the gender development of their children is controversial in the literature. This study tested the assumption that parental socialization influences found to be of importance for one kind of variation in gender development are not necessarily the same as those that are of relevance to explain another kind of variation. A longitudinal study was conducted with 44 boys and girls, ages 5 to 10, and their parents. For the children, data were collected on the development of different components of gender typing; their mothers and fathers completed a questionnaire on gender role socialization. Results showed that although the gender concepts and preferences of most children reflected the typical gender roles of the adult world that were experienced by the children, the observed age changes in the gender typing of boys and girls and the differences between

Strategies; Elementary Secondary Education; *High Achievement; Minority Groups; *Poverty; *School Culture; *School Effectiveness; Student School Relationship
IDENTIFIERS- *Texas; Texas Assessment of Academic Skills

This theme issue includes four articles on high performance by poor Texas schools. In "Principal of National Blue Ribbon School Says High Poverty Schools Can Excel" (interview with Robert Zarate by Christie L. Goodman), the principal of Mary Hull Elementary School (San Antonio, Texas) describes how the high-poverty, high-minority school dramatically improved its scores on the Texas Assessment of Academic Skills (TAAS). Strategies included moving from a remedial model to a challenging curriculum, implementing a technology lab and a balanced reading program, creating high expectations for students, adding excitement to the school environment, including teachers in collaborative decision making, involving parents and families, aligning the curriculum, and being proactive. "High Poverty, High Performing: High Hope!" (Hilaria Bauer) discusses the ingredients of high schoolwide performance: quality in the overall school experience, caring competent teachers, high expectations, and wise use of resources to fulfill the school's mission of excellence. "Low Income Does Not Cause Low School Achievement: Creating a Sense of Family and Respect in the School Environment" (Anita Tijerina Revilla, Yvette De La Garza Sweeney) summarizes results of three studies identifying major factors that promote high performing schools: creating a familial environment, educating the "whole" child, celebrating cultural and linguistic diversity, assuming responsibility for teaching, and involving parents. "Whatever It Takes!" (Joseph F. Johnson, Jr.) reflects on the success of low-income Texas schools in meeting state standards for TAAS scores. Sidebars outline critical elements of high performing schools and list 17 educational sites on the World Wide Web. (SV)

ED 410 084   RC 021 100

Fashola, Olatokunbo S.; Slavin, Robert E.
Effective Dropout Prevention and College Attendance Programs for Latino Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 97
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997). Written for the Hispanic Dropout Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Attendance; *College Preparation; *College School Cooperation; *Dropout Prevention; Educational Research; *Educational Strategies; *High Risk Students; Higher Education; Hispanic Americans; Mexican American Education; Potential Dropouts; Poverty; Program Effectiveness; Program Evaluation; School Holding Power; Secondary Education; Secondary School Students; Socioeconomic Status
IDENTIFIERS- AVID Program; Coca Cola Valued Youth Program; *Hispanic American Students; *Latinos; Student Support Services; Upward Bound

This paper reviews research related to effective secondary school programs aimed at dropout prevention and increasing college enrollment rates for at-risk Latino youth. The review of constructivist beliefs. The questionnaires and items analysis for each response set are included. Contains 21 references. (DDR)

ED 410 103 SE 060 466

Crowder, Jane Nelson; Cain, Joe
Water Matters: Water Resources Teacher's Guide, Vol. 2.
PUB DATE- 97
NOTE- 129p.; For volume 1, see ED 396 966.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Resources; Educational Strategies; Elementary Secondary Education; *Environmental Education; *Groundwater; *Hands on Science; Navigation; Teaching Guides; *Transportation; *Water Quality
IDENTIFIERS- National Science Teachers Association

This guide is one of three teacher's guides developed for the U.S. Geological Survey's Water Resources Education Initiative. Each guide supplements a set in the accompanying poster series which forms the core of this project. This guide covers navigating the water highways, groundwater, and water quality and helps teachers use the included Water Resources posters by providing background material and 12 activities that draw from or build on the poster series. In addition to background information about navigation, ground water, and water quality, the guide contains a discussion on how students can protect water, ideas for further student research, and a list of related resources. The 12 activities are hands-on explorations that involve students in a variety of environmental education topics. Two sets of posters accompany this guide, one for middle school and one for elementary school. (DDR)

ED 410 104 SE 060 467

Anderson, O. Roger, Ed.; Druger, Marvin, Ed.
Explore the World Using Protozoa.
PUB DATE- 97
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *Hands on Science; Inquiry; Laboratory Equipment; *Microbiology; *Protozoa; Science Activities; Science Curriculum; Science Teachers; Secondary Education
IDENTIFIERS- National Science Teachers Association

This book is a joint publication of the National Science Teachers Association (NSTA) and the Society of Protozoologists and is the result of efforts to find a way in which protozoa research can be used to teach biology. This program puts cutting edge science into the hands of science teachers and enables students to experience a variety of hands-on activities. There are 28 investigations grouped into five sections: (1) "Protozoology Laboratory Skills"; (2) "Comparative Physiology"; (3) "Organism Interdependence"; (4) "Comparative Ecology"; and (5) "Adaptive Strategies." Each of the investigations has a student section, and a teacher section that provides materials to be photocopied for students and background information on the topic to be investigated. Appendices contain student evaluation forms;

the strengths and weaknesses of educational efforts in the United States at the national, state, and local levels. By highlighting some of the eighth-grade findings from TIMSS, this booklet aims to help readers better understand how TIMSS can serve as a tool for education reform. Policymakers and educators can compare the findings of TIMSS with local student performance and educational practices in order to facilitate reform initiatives. Contents include: "U.S. Achievement in International Context"; "Improving Thoughtful Problem Solving in Mathematics"; "Improving Scientific Understanding"; and "School Contexts for Learning." (AIM)

ED 410 125 SE 060 940

Moderator's Guide To Eighth-Grade Mathematics Lessons: United States, Japan, and Germany. TIMSS as a Starting Point To Examine Teaching.
PUB DATE- Sep 97
NOTE- 202p.; Also included as a component of the multimedia resource kit "Attaining Excellence: TIMSS as a Starting Point to Examine..."; see SE 060 930. The accompanying videotape is entitled "Eighth-Grade Mathematics Lessons: United States, Japan, and Germany" and has been assigned the report number "ORAD-97-1023"; it is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Non-print Media (100)
DESCRIPTORS- Algebra; *Area Studies; *Comparative Analysis; Elementary Education; Foreign Countries; Geometry; *Grade 8; International Studies; Junior High Schools; *Mathematics Achievement; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Middle Schools; Science Education; Standardized Tests; Videotape Recordings
IDENTIFIERS- Germany; Japan; *Third International Mathematics and Science Study; United States

This teaching module with its 80-minute videotape of lessons from U.S., Japanese, and German classrooms is designed to help moderators facilitate discussion among educators. This guide is intended to help moderators make appropriate decisions about sessions and suggest items to consider when discussing the Third International Mathematics and Science Study (TIMSS) videotape, "Eighth-Grade Mathematics Lessons: United States, Japan, and Germany". The guide is organized into sections on: (1) preparation for sessions to discuss the TIMSS videotape; (2) descriptions of six algebra and geometry lessons from the U.S., Japan, and Germany that appear on the videotape; (3) research methods and findings from the TIMSS videotape classroom study; (4) background information on education in the U.S., Japan, and Germany; (5) frequently asked questions and answers; (6) handout/transparency masters; (7) lesson tables; and (8) lesson transcripts. (AIM)

ED 410 126 SE 060 941

Fostering Algebraic and Geometric Thinking: Selections from the NCTM Standards.
PUB DATE- Jul 97
NOTE- 45p.; Also included as a component of the multimedia resource kit "Attaining Excellence: TIMSS as a Starting Point to Examine....", see SE 060 930. For the accompanying videotape, see SE 060 446.

integration of activities can add real-life experiences to the academic curriculum and help create the capacity for students to improve their school and community. The three types of service activities include: (1) direct activities that require personal contact with people in need; (2) indirect activities, commonly implemented in schools, involving channeling resources to the problem rather than working directly with the individual in need; and (3) advocacy activities that require students to lend their voices and their talents to help eliminate the causes of a specific problem. The four stages in a well-organized service learning lesson plan are preparation, service, reflection, and celebration. The manual is divided into sections for the content areas within the curriculum (language arts, mathematics, physical education, science, and social studies). Another section addresses service learning in electives. Contains 72 references and an appendix. (EH)

ED 410 147 SO 027 546

Gibson, Kathy; And Others
Serving To Learn. Adult Education Manual.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 94
NOTE- 243p.; For the high school manual, see SO 027 545; for the K-8 manual, see SO 027 553.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Adult Learning; Adult Programs; Business Education; *Community Services; Continuing Education; Curriculum; Language Arts; Mathematics; Public Service; School Community Programs; *School Community Relationship; Sciences; *Service Learning; Social Studies; State Curriculum Guides; State Programs; State Standards; Student Participation
IDENTIFIERS- *South Carolina

This manual provides examples of how Service Learning can be integrated into the adult education curriculum. The integration of activities can add real-life experiences to the academic curriculum and help create the capacity for students to improve their school and community. The three types of service activities include: (1) direct activities that require personal contact with people in need; (2) indirect activities, commonly implemented in schools, involving channeling resources to the problem rather than working directly with the individual in need; and (3) advocacy activities that require students to lend their voices and their talents to help eliminate the causes of a specific problem. The four stages in a well-organized service learning lesson plan are preparation, service, reflection, and celebration. The manual provides lesson plans for the content areas within the curriculum (language arts, math, science, and social studies). Other sections address service learning in electives, basic skills, business education, English as a Second Language, GED, and parenting. Contains 72 references and an appendix.

ED 410 148 SO 027 553

Gibson, Kathy; And Others
Serving To Learn. K-8 Manual.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 94
NOTE- 203p.; For the high school manual, see SO 027 545; for the adult education manual, see SO 027 546.

Interdisciplinary Approach; Material Culture; *Museums; *Mythology; Non Western Civilization; Power Structure; Secondary Education; Teaching Guides; Units of Study; Visual Arts; Western Civilization
IDENTIFIERS- China; Egypt; Greece

This teacher resource packet encourages exploration of history and culture through art images. The packet consists of three units: "Daily Life around the World," which explores the rituals of daily life in ancient Egypt, China, and Greece, as well as colonial and turn-of-the-century America. "Images of Power," examines the nature of power and its forms--spiritual, political, and personal--as it is expressed in art around the world. "Mythology East and West," looks at selected myths from different cultures, and examines the ways mythological stories have been portrayed in works of art. Students will learn how these works reflect the cultural customs and values and consider the myths, heroes, and heroines of contemporary culture. These units were developed to prepare secondary level students for and build on corresponding gallery visits to the Museum of Fine Arts, Boston, Massachusetts but the materials may be adapted for independent use. Each unit focuses on about 10 works of art relevant to the theme. Background information and a black and white reproduction of each art object is provided. A series of questions encourage student description, interpretation, and creative response to works of art. Reproducible "Discovery Sheets" provide a range of activities that students can complete either on their own or in small groups. These activities require students to gather information, develop observation and comparison skills, and encourage personal reflection. Suggestions for further reading conclude the resource. (MM)

ED 410 170 SO 028 090

Burchenal, Margaret; Foote, Allison
Exploring Classical Art at the Museum of Fine Arts, Boston.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 93
NOTE- 119p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; *Art; Art Activities; Art Criticism; *Art Education; *Art History; Cultural Context; Foreign Countries; *Greek Civilization; Instructional Materials; Material Culture; *Museums; Mythology; Power Structure; Secondary Education; Teaching Guides; Units of Study; Visual Arts; Western Civilization; World History
IDENTIFIERS- Greece; Italy (Rome); *Roman Civilization

This resource packet is designed to help teachers incorporate the study of ancient Greek and Roman art into junior and senior high school classrooms. The packet consists of four curriculum units based upon aspects of classical life or culture. These units are: "Daily Life; Mythology"; "Images of Power"; and "Echoes of Antiquity." The units were developed to prepare secondary level students for and build on corresponding gallery visits to the Museum of Fine Arts, Boston, Massachusetts, but the materials may be adapted for independent use. Each unit focuses on selected objects in the museum collections and outlines projects which may be done before,during, and after a museum visit. Background information and a black and white

(TEP), a master's degree mid-career collaborative program for inservice teachers. Research was initially planned and implemented as a new course which required teachers to do a Systematic Inquiry Project (SIP) in their classrooms. A systematic record of the 25 participants' (experienced teachers: 23 female, 2 male) small-group and whole-group dialogues, work-in-progress reports of inquiry projects, final presentations, self-reflective evaluations, and staff meetings provide the empirical data. The primary focus of analysis is on the discourse of participants as they articulate and reflect on their classroom inquiry experience. Analysis of these discourses led to the conclusion that: (1) teachers celebrated peer collaboration; (2) teachers' Systematic Inquiry Group (SIG) collaboration experience expanded into the classroom; (3) collective zones of proximal development facilitated risk-taking in the classroom; (4) participants discovered new dimensions of their teaching and of their students through activities such as watching themselves teach on video or transcribing a whole-group interview with students; and (5) initially reluctant teachers became engaged in the systematic inquiry process. (Contains 16 references.) (Author/LH)

ED 410 190 SP 037 433

Gomez, Angel Perez
Professional Socialization of Student Teachers.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Foreign Countries; Higher Education; *Practicums; Preservice Teacher Education; School Culture; *Socialization; *Student Attitudes; Student Teacher Supervisors; *Student Teachers; *Student Teaching; *Teacher Attitudes; Teaching Conditions; Theory Practice Relationship
IDENTIFIERS- Spain

This paper reports on case studies of eight student teachers in Andalusia (Spain) intended to identify and understand the development of their pedagogical approach and the factors affecting their socialization processes. Five factors affecting the socialization of students during practical training were evident in all the cases. These factors were: the pressures of school and classroom culture, feelings of dependence and insecurity arising from the provisional nature of their position, lack of theoretical/practical alternatives to the methods being used in their practicum situation, the evaluation process, and the relationship between the tutor and the student teacher. In the case studies investigated, the interventions of the university supervisor did not offer opportunities or conceptual instruments for analyzing the educational value of the practical work. With regard to the practicum, a marked discrepancy was evident between the opinions of student teachers and those of researchers. Students considered the period of practical work the most important part of their training curriculum. The case studies and other related research indicate, however, that indiscriminate and ill-prepared practical training, without appropriate links between theory and practice, often leads to a rapid and premature socialization linked with undesirable and outdated methods of

Education; *Teacher Education Curriculum
IDENTIFIERS- University of Colorado Denver

A 12-hour curriculum/methods block designed to lead elementary education teacher candidates through a constructivist, integrated model of teaching and learning is outlined. This block is part of a graduate level program that leads to licensure and a master's of Curriculum and Instruction in Curriculum and Instruction called Initial Teacher Education (ITE). The major concepts of the course are: intelligence as a capacity to learn, diversity, constructivism, integration, holistic approach, inclusion, technology as a tool, collaboration, and reflection. Activities to build knowledge and understanding include developing a lesson plan based on research of a downtown urban community, and an extended classroom activity allowing for real life application of earth science, mathematics, social studies, expressive arts, and literacy. Activities to apply curriculum content include an extended classroom activity in which teacher candidates plan an integrated day based on the content of Colorado state history from 1850 to 1880 and planning a thematic unit using curriculum guides and standards, literature, and various technologies. Based on their understanding of how children learn and how differences among children impact learning, candidates develop curriculum, instruction, and assessment to meet the needs of all their students. (Contains 14 references.) (LH)

ED 410 208 SP 037 468

Murphy, Diane S.
Teacher Education for Essential Learning: A School/University Residency Program for New Teacher Development.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Baltimore, MD, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *College School Cooperation; Educational Improvement; Elementary Secondary Education; Higher Education; *Partnerships in Education; Preservice Teacher Education; Professional Development; Program Development; School Districts; Schools of Education; State Legislation; Teacher Certification
IDENTIFIERS- *Seattle University WA; *Shoreline School District WA

An effort to reform teacher professional development is on a parallel course with the statewide academic standards and assessment system stipulated by the State of Washington's School Improvement Act (House Bill 1209). Five college/university and school district partnerships have been commissioned to develop and field test a new performance-based teacher certification program. One of the partnerships, the Shoreline School District/Seattle University Model, includes preservice coursework, an internship and a residency program integrating the support of experienced teachers, principals, district educators, university faculty and other professional educators. The teacher performance standards of effective teaching, professional development and leadership adopted by the Washington state legislature include 22 comprehensive knowledge and skills requirements. For this program, they have been translated into a standards matrix to guide the growth and assessment of new teachers. Teacher performances are identified

Assessment; *Subject Content Knowledge

Failure to include nonnative English speaking students in a testing program, something that is especially important in a state where a high school graduation test is administered, can cost students the opportunity to practice for the test, as well as the opportunity for diagnosis of educational attainment and feedback about their progress. For some students, the solution to these problems lies in assessment in the student's native language. Content assessment in the native language, otherwise known as native language assessment, provides a measure of what students know and a gauge of their native language literacy development. Before a test is administered, teachers, counselors, and program administrators should review each student's need for special accommodations. Test accommodations, which can include reading instructions in the student's native language, response accommodations, and accommodations in setting or facilities, can help students demonstrate what they actually know, although caution must be observed in using interpreters or in using test translations, since either of these approaches can yield misleading results. Native language assessment is an option that provides a way to incorporate more students into assessment programs. (Contains three references.) (SLD)

ED 410 228 TM 026 061

Ackerman, Phillip L.
Adult Intelligence. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Achievement; *Adults; Definitions; Individual Differences; Intelligence; *Intelligence Tests; Knowledge Level; Prediction; *Prior Learning; Problem Solving; Psychological Testing; *Test Construction; Test Use
IDENTIFIERS- ERIC Digests

With few exceptions, the development of adult intelligence assessment instruments has proceeded along the lines of the Binet-Simon tests for children, stressing psychological assessment over the evaluation of what an individual knows. These tests, developed over 90 years ago, were quite effective in predicting school success, but were much less predictive of success in postacademic and occupational domains. Several lines of research have converged on a redefinition of adult intelligence that places a greater emphasis on content (knowledge) over process. The problems an adult is asked to solve almost always draw on accumulated knowledge and skills. For an adult, intellect is better conceptualized by the tasks a person can accomplish and the skills he or she has developed. Research has made it clear that current methods of assessing the intellectual performance of adults are inadequate. The challenge for researchers in the future will be to develop batteries of tests that can be used to assess different sources of intellectual knowledge for different individuals. (Contains 12 references.) (SLD)

ED 410 229 TM 026 073

Roeber, Edward D.

partnerships for the purpose of restructuring schools has impacts on teacher education, the elementary and secondary curriculum, and the knowledge base that undergirds the profession. In 1988 the National Education Association (NEA) created the Teacher Education Initiative (TEI) to achieve comprehensive reform in education with a major focus on program curriculum evaluation and delivery aspects associated with the professional development of teachers in Professional Development Schools (PDS) where schools and universities cooperate for educational improvement. This paper explores the initial years of the NEA-TEI research process. Part I describes the research that led to a better understanding of what successful school and university partnerships entail and their characteristics and components. Part II is a description of a seven-site longitudinal research design, and first-year results, from the first exploration of the operation of these partnerships and eight other principles of the TEI. Part III provides a detailed look at how one of the sites in the longitudinal study, Texas A&M University, adapted and used the research design in three of its PDS in the first evaluation year. Overall, partnership has had positive effects on all partner institutions. Although the partnerships for teacher education required great time commitments from all partners, the benefits to students outweighed the negatives. (Contains 14 tables and 15 references.) (SLD)

ED 410 247   TM 026 990

Dutt-Doner, Karen M.; Personett, Christy
Using Portfolios To Assess Students in an Undergraduate Teacher Education Course: What Did the Students and Instructor Learn?
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conferences; Decision Making; Educational Assessment; Educational Experience; Educational Objectives; Higher Education; *Portfolio Assessment; Portfolios (Background Materials); Student Attitudes; *Student Evaluation; *Teacher Education; *Undergraduate Students
IDENTIFIERS- *Reflective Practice

The decisions teachers make about what to assess and how to assess it send messages to students about what is important. Portfolio assessment is a viable alternative for assessing students' understanding while focusing on the process of learning. In this study, 283 students in an undergraduate teacher education course over 3 years developed portfolios. Researchers wanted to understand student experiences in developing portfolios and to refine the portfolio process. Data were collected from student reflections, portfolio conferences, final course evaluations, and evaluations after each portfolio review. Almost all of the students (275 of the 283) reported that developing the portfolio and conferencing with the instructor was a great experience. Many students expressed a high degree of satisfaction in the portfolio as a demonstration of what they had learned. Students felt that the portfolio reflected individuality and made them reflect on their work and teaching. They also thought that conferences helped them prepare for actual teaching interviews. Portfolio assessment helped these students address goals for a course and information collected at state and local levels about programs under Title I of the Improving America's Schools Act (IASA) would be complementary and not redundant. The reauthorization of Title I provides a unique opportunity for states and districts to work together to develop the assessments mandated for Title I accountability. A coordinated set of assessments must be designed so that assessments used at different levels of the educational system fit together to provide a more complete picture of student achievement than one assessment could provide alone. It will be essential to consider the purposes of the assessment and the achievement information different users of the assessment will need. An example of a coordinated assessment system is presented, emphasizing what the state must develop and what the local district must do. An approach that is both top-down and bottom-up must be developed to reflect the various audiences for assessments. Steps are presented to result in a cross-level coordinated assessment system. These include: (1) state and local standards coordination; (2) development of the assessment blueprint; and (3) developing performance standards. Two attachments describe the purposes of assessment and its formats. (Contains two figures.) (SLD)

ED 410 266 TM 027 048

Roeber, Edward D.
The Technical and Practical Challenges in Developing Innovative Assessment Approaches for Use in Statewide Assessment Programs.
PUB DATE- Mar 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Curriculum Development; Educational Assessment; Educational Change; *Educational Innovation; Elementary Secondary Education; Generalization; Performance Based Assessment; Sampling; Scaling; Staff Development; Standards; *State Programs; *Test Construction; Testing Problems; *Testing Programs
IDENTIFIERS- *Council of Chief State School Officers; *Large Scale Assessment

Some of the reasons efforts are being made to reform education are discussed, and how these reforms are likely to affect U.S. schools is explored. Data collected annually by the Council of Chief State School Officers (CCSSO) indicate that almost all states have some form of assessment that is administered to all students at one or more grade levels across the state. In addition, in 1995-96, almost all states had developed, or were in the process of developing, content standards defining what students should know and be able to do. Widespread belief that schools are not helping all students achieve at the levels they are capable of reaching has spurred reform efforts. Student assessment is at the top of the list of things to reform, since it is considered a way to set more appropriate targets for students and to focus staff development and curriculum reform. New content standards may require new assessment methods, whether short-answer, open-ended, extended-response, or other innovative forms, including performance based assessment. Some of the most severe challenges states face in implementing innovative assessment are due to the practical aspects of large-support the consequential validity of a test early in the development process, and how the consequential validity of the program should be monitored and addressed during the life of the program. To illustrate the issues concretely, the validity of the American College Testing Program (ACT) college entrance examination is considered as if the year were 1959 and the program were newly developed. Consequential validity is seen as having two dimensions: the appraisal of the value implications of the construct label, the theory underlying test interpretation, and the ideologies in which the theory is embedded; and the appraisal of the potential and actual social uses of the test. The ACT Assessment Battery was designed in the belief that the best predictor of future performance is a measure of past performance on tasks that are similar to the performance to be predicted. The ACT Assessment as designed appears to have construct labels, as test titles indicate, that meet the requirements of consequential validity in that they represent the test appropriately. The theory behind the test seems consistent with its uses. It is more difficult to evaluate the ideology behind the test (that a college education is an important goal and that students should prepare for it), but it is at least a recognizable ideology. Appraisal of the consequences of the test is more problematic, and it does not seem possible to meet the requirements of consequential validity because of the complications of the social policy implications of testing and unforeseen consequences of testing. (Contains one table and seven references.) (SLD)

ED 410 285   TM 027 108

Reckase, Mark D.
Constructs Assessed by Portfolios: How Do They Differ from Those Assessed by Other Educational Tests.
PUB DATE- Mar 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cluster Analysis; College Entrance Examinations; Content Analysis; *Educational Assessment; English; Item Response Theory; Language Arts; Mathematics; Multiple Choice Tests; *Portfolio Assessment; Portfolios (Background Materials); Sciences; *Standardized Tests; Student Evaluation; *Test Results; Writing (Composition)
IDENTIFIERS- ACT Assessment; *Constructs

Portfolio assessment has become a widely cited technique for obtaining a rich demonstration of the skills that students have acquired, and it is often implied that portfolio assessment provides different types of information from that obtained from standardized tests. This paper provides support for the contention that portfolio assessments do indeed provide information about student capabilities that is different from that available from standardized tests. This support is given in the context of a portfolio assessment model called PASSPORT designed for use with students in grades 9 through 12. PASSPORT is a portfolio assessment system for collecting and presenting evidence of student knowledge and skills in the areas of English language arts, mathematics, and science. Students produce portfolios of their work through a loose set of guidelines. Each portfolio contains five work samples and a cover letter that explains why samples were included and what accessibility and usability of NAEP data. This report gives an overview of the contents of the NAEP databases, the problems researchers face in working with them, and the software tools that have been developed to help overcome these problems. All of the NAEP databases are appropriate for assessing the proficiency of populations rather than individual students. To analyze NAEP data accurately, both sampling and the psychometric design must be taken into consideration. Researchers with the proper background can use the NCES software to work with NAEP data rapidly and efficiently. The following products are described: (1) the 1992 and 1994 "NAEP Almanac Viewers" on CD-ROM; (2) "NAEP Data on Disk Assessment Series" (CD-ROM); (3) "The NAEP Data Extraction Program," to be used with "Data on Disk"; and (4) a Statistical Package for the Social Sciences (SPSS) module to be used with SPSS for Windows. How to order these products, and how to obtain the restricted use licence needed for the "NAEP Data on Disk Assessments" is outlined. (SLD)

ED 410 304   TM 027 578

Veldman, Cynthia; And Others
Baccalaureate and Beyond Longitudinal Study: Second Follow-up Field Test Report, 1996. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 97
NOTE- 324p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cohort Analysis; *College Graduates; *Data Analysis; Data Collection; Educational Attainment; *Employment Patterns; Enrollment; Experience; Field Tests; Followup Studies; Higher Education; Longitudinal Studies; National Surveys; *Outcomes of Education; Public Service; *Student Characteristics; Test Construction
IDENTIFIERS- *Baccalaureate and Beyond Longitudinal Study (NCES); National Postsecondary Student Aid Study; *Rate of Return

The Baccalaureate and Beyond Longitudinal Study (B&B:93) tracks the experiences of a cohort of recent college graduates, those who received the baccalaureate degree during the 1992-93 academic year and were first interviewed as part of the National Postsecondary Student Aid Study. The experiences of this group in the areas of academic enrollment, degree completion, employment, public service, and other adult decisions will be followed for about 12 years. Ultimately the B&B:93 will provide data about the outcomes of postsecondary education and rates of return of investment in education. This report presents information on the field test that was conducted in the summer of 1996 in preparation for the main study scheduled for April 1997. The field test was designed as a full-scale dress rehearsal and included the 1,850 eligible baccalaureate degree recipients from the B&B:93/94 field test. The field test was designed to: (1) assess the quality of the survey instrument; (2) examine the efficiency of the systems; and (3) test and refine data collection procedures. The report discusses each of these areas to provide a basis for improved data collection and analysis in the full-scale survey. Seven appendixes discuss the case management system, list technical review panel members, and describe the instrument, a flowchart, a cover letter, and some reinterview items. (Contains 13 figures and 22 tables.) (SLD) violence. Antiviolence policies and programs in the schools run the gamut from general educational improvement to interventions that target specific types of illegal or antisocial behavior. The most effective, whether for overall school improvement or school safety policies, are directed by a clearly defined administrative entity and have line-item budgetary status. Prevention strategies, which may include student monitoring and other security measures, are among the most commonly used approaches. Antiviolence and antigang strategies that involve instruction in conflict management are among the most effective programs. The components of successful programs vary, but the most effective rely on accurate assessment of the problem, use of community resources, early intervention, consistent enforcement, and persistence. (Contains 18 references.) (SLD)

ED 410 322   UD 031 586

Schwartz, Wendy
How Well Are Charter Schools Serving Urban and Minority Students? ERIC/CUE Digest, Number 119.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accountability; *Charter Schools; Disadvantaged Youth; Educational Change; *Educational Finance; Educational Quality; Elementary Secondary Education; *Equal Education; Institutional Autonomy; Minority Groups; Nontraditional Education; School Restructuring; Teacher Supply and Demand; *Urban Education; Urban Youth
IDENTIFIERS- ERIC Digests

Charter schools are created and managed by an entity composed of parents and/ or teachers, community and/or business leaders, nonprofit organizations, and for-profit businesses. Many people believe that charter schools can provide a high quality education without the regulatory constraints of the conventional public schools. This digest reviews many reports on the approximately 350 charter schools in the United States to show the various ways that charters approach funding, curriculum and instruction, assessment and accountability, parent involvement, and staffing. It focuses on the ability of charter schools to serve urban students. Many charter schools have been granted unprecedented freedom to implement their plans for a higher quality and more equitable educational system, and they have also tapped into funding sources previously unavailable to educators. Critics of charter schools are of the opinion that the freedom will not result in educational improvement, and that the lack of accountability may mean that a school's ineptitude will go unrecognized. It is too soon to evaluate the performance of students in charters, but it is apparent that charters are attracting urban students, in part because of their location. However, they are not attracting the most vulnerable and disadvantaged students. They are attracting dedicated and talented teachers but may not be able to offer them wages comparable to those of the public schools. Whether charter schools can provide a more effective public education remains to be seen, but their presence is at least serving to dramatize the need for educational improvement and increased community and business involvement and financial support. (Contains nine references.) (SLD) graphing calculator-enhanced instructional practices in college algebra. Results show that the variables of spatial visualization and mathematical confidence are related to conceptual mathematical performance when graphing calculators are utilized as a tool. An appendix provides the guidelines and procedures for classroom graphing calculator utilization observations. (Contains 14 references.) (Author/SWC)

ED 409 881 IR 018 503

Donnan, Peter, Ed.
Occasional Papers in Open and Distance Learning, Number 21.
PUB DATE- May 97
NOTE- 48p.; For Number 20 in this series, see ED 401 887.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Distance Education; Educational Assessment; *Educational Change; Educational Development; *Educational Objectives; Educational Technology; *Electronic Mail; Foreign Countries; Higher Education; Instructional Development; Multimedia Instruction; Online Systems; Outcomes of Education; Student Attitudes; Student Experience; Teacher Effectiveness; Teaching Methods; Time Management; Use Studies
IDENTIFIERS- Australia (New South Wales); *Charles Sturt University (Australia); Listservs; *Technology Integration; Technology Utilization

This document contains two papers that deal with the shifts in learning and teaching at Charles Sturt University (CSU), Australia. The first paper, "Inaugural CELT Learning and Teaching Forum: Re-Examining Learning and Teaching at CSU, Outcomes and Further Actions," contains the outcomes and further actions arising from the inaugural CELT (Centre for Enhancement of Learning and Teaching) Learning and Teaching Forum held February 11-12, 1997. The paper examines the first-year experience; the relationship among teaching, assessment, and student learning; the use of technology to enhance student learning; and evaluation processes. It also includes a summary of Forum poster displays and demonstrations. The second paper, "Use of Electronic Mail Among Park Management Students at Charles Sturt University" (Dirk H. R. Spennemann), provides data and analysis of student e-mail usage patterns. With the transition to on-line systems, the use of e-mail and listservs will provide value-added dimension in terms of communication and interaction for off-campus students. Teaching staff are interested in exploring how they can use electronic communication to enhance learning, and the effect its use will have on the time required for teaching. The development of effective multimedia and computer-assisted learning is only possible if educators understand students' expectations, attitudes, and abilities in relation to computers and computer-based learning. (SWC)

ED 409 882 IR 018 504

CNN Newsroom Classroom Guides. June, 1997.
PUB DATE- Jun 97
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)

Hogan, Donna R., Comp.; Dahlbach, Barbara J., Comp.
Electronic Resource Sharing. SPEC Kit 222.
PUB DATE- May 97
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Change; *Computer Mediated Communication; Consortia; Cooperative Programs; Costs; Electronic Journals; *Electronic Libraries; Higher Education; *Library Cooperation; Library Funding; *Library Networks; Library Services; Library Statistics; Library Surveys; Online Systems; *Shared Resources and Services; Technological Advancement
IDENTIFIERS- Association of Research Libraries

The Systems and Procedures Exchange Center (SPEC) surveyed Association of Research Libraries (ARL) institutions to measure the degree of electronic resource sharing in ARL libraries; to discover which resources are being shared and between what kinds of institutions; and what documentation is available. Of the 119 ARL institutions surveyed, 53 responses were received, out of which 39 institutions completed the entire survey and reported sharing electronic resources. Data revealed that 46% of responding institutions implemented electronic resource sharing in the last 1-3 years. The most frequently shared electronic information resource is the tape-loaded index. The most frequently cited motivations to share were "enrichment of resources available to all participants" (97%) and "cost" (87%). Improved technology and the desire to test technical capabilities were also important motivations. Generally, costs of subscriptions and telecommunications are borne by individual institutions, while one institution maintains the database. Change in the area of electronic resources is occurring more rapidly than in any other area affecting libraries. Survey results are followed by a list of responding institutions, a description of selected electronic resource sharing groups, a consortial agreement from North Carolina State University, and an alphabetical listing of electronic research databases at Ohio University. (Contains 33 references.) (SWC)

ED 409 900 IR 056 417

Jennerich, Elaine Z.; Jennerich, Edward J.
The Reference Interview as a Creative Art. Second Edition.
PUB DATE- 97
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; *Creative Thinking; Higher Education; Information Seeking; Information Sources; Library Personnel; Library Services; *Reference Services; *User Needs (Information); *User Satisfaction (Information); Users (Information)
IDENTIFIERS- Historical Background; *Reference Interviews; Role of Technology

Customer service is a vital part of library service. The reference interview remains a key element in assisting library patrons with information needs. This book shows librarians how to combine creativity with professional expertise in reference

NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; Creative Activities; Elementary Secondary Education; Guidelines; Information Technology; *Learning Activities; Library Development; *Library Services; Preschool Education; Program Development; *Reading Games; School Libraries

This publication explains, through examples of current library programs around the United States, how libraries affect the education of children, and offers an impetus for others to embrace the challenge of providing quality library programming for children. Through these programs, libraries work toward achieving national educational goals, and reinforce education reform. Suggestions and descriptions of activities are divided into four main sections: (1) "Libraries help preschoolers get ready to learn how to read; (2) "Libraries strengthen reading skills of school-age children"; (3) "Libraries complement all aspects of children's school activities"; and (4) "Libraries connect children with computers and the information superhighway." Contains a directory of the libraries whose programs are highlighted. (AEF)

ED 409 921 JC 940 499

Highline Community College Self-Study Report, 1992-93.
PUB DATE- 93
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *College Outcomes Assessment; Community Colleges; Educational Facilities; *Institutional Characteristics; Institutional Mission; Professional Development; Program Effectiveness; Program Improvement; School Effectiveness; *Self Evaluation (Groups); *Student Personnel Services; Two Year Colleges
IDENTIFIERS- Highline Community College WA

Prepared for a 1993 accreditation visit, this self-study report describes outcomes at Washington's Highline Community College for 10 college-wide standards. Following prefatory materials, including a campus map, a description of the self-study process, timelines, and abbreviations and definitions, an introduction provides general information on the college's mission, service area, students, and programs. The remaining sections present descriptions, analyses, and recommendations for the following standard areas: (1) an appropriate institutional mission and objectives; (2) finances, including data on revenues, expenditures, financial aid, program costs, and gifts and endowments; (3) the physical plant, reviewing campus maintenance and computers and other instructional technology; (4) library and learning resources, analyzing materials and services, utilization, off-campus programs, and effectiveness; (5) educational programs, describing procedures for adopting new courses and programs and describing outcomes for six divisions; (6) continuing education and special instructional activities; (7) instructional staff, reviewing development activities and funds and faculty evaluation and involvement; (8) administration, focusing on administrative organization, faculty committees, finances, and public

(141)
DESCRIPTORS- *College Role; Community Colleges; Educational Needs; Educational Responsibility; *Institutional Mission; Mission Statements; *Population Trends; *School Effectiveness; Two Year Colleges
IDENTIFIERS- Middlesex County College NJ

Over the past few years, New Jersey's Middlesex County College (MCC) has placed an inordinate amount of attention and effort on the issue of student transfer to four-year institutions. Although attention to traditional academic goals is important, MCC's stated mission also addresses other important segments of the college's market. The college has a diverse population with diverse needs, but uses what marketers call "a homogeneous approach" to delivering services and measure success. Data provided by the college's Office of Research and Planning indicate that although the county's population has grown, enrollment has declined at the college, suggesting that it is not meeting the needs of some of the area residents. For example, all students regardless of educational objective must take college placement tests, discouraging students who want to simply upgrade job-related skills or take courses for personal growth. MCC must also make efforts to meet the needs of the area's diverse English as a Second-Language students. Because MCC's mission statement says that the college serves all individuals who can benefit from postsecondary learning, the college should consider more than graduation and retention rates and address ways that it can meet the changing needs of its diverse population. (HAA)

ED 409 940 JC 970 404

DeCicco, Lynne M.
The Coming of Age of Women's Studies: Attention Must Be Paid.
PUB DATE- Jun 97
NOTE- 16p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 970 402.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Course Content; *Course Objectives; Course Organization; Educational Strategies; *English Curriculum; Feminism; *Literature; Participant Satisfaction; Program Improvement; *Student Attitudes; Two Year Colleges; *Womens Studies
IDENTIFIERS- *Mens Studies; Raritan Valley Community College NJ

The offshoots of women's studies programs, such as cultural diversity, men's studies, and African-American studies, are now viewed as being at odds with women's studies although they share the same goal of transforming the curriculum. Most notable among these is men's studies and its relationship to women's studies. The challenge for teachers is to achieve a synthesis to afford students the best possible education without diluting the original women's studies courses and their activist orientation. A "Women in Literature" course at New Jersey's Raritan Valley Community College has always been inclusive in scope, but also helps students understand the interconnectedness of women's, men's, and other issues. In fall 1996, the 24 students in the course were surveyed regarding their satisfaction with and opinions on course content and title. All of the 22 responding students thought that the word "women" should remain in the title, while students also thought

ED 409 958   JC 970 422

Goldsmith, Diane J.; Archambault, Francis X.
Persistence of Adult Women in a Community College Re-Entry Program.
PUB DATE- Jan 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; *Academic Persistence; Adult Students; Community Colleges; *Dropout Characteristics; Dropout Research; *Females; Predictor Variables; *Reentry Students; Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year College Students; Two Year Colleges

A two-phase study was conducted to gather data on the persistence of adult women enrolled in a 1-semester re-entry program at a community college. Specifically, the study sought to develop a model of persistence that took into account the effect of student characteristics, initial goals, academic and social integration, goal changes, and external commitments on persistence. In the first phase, questionnaires were sent to 612 women who had enrolled in the program from fall 1987 to fall 1993, while in the second phase qualitative data were obtained through interviews conducted with six persisting and four non-persisting women from the sample. Study findings, based on the interviews and completed questionnaires received from 306 women, included the following: (1) for the women who were still enrolled at the college or another school or had graduated, only financial aid status, grade point average, and final goal were significantly related to persistence; (2) while non-persisters did not share any particular set of qualifications, they differed from persisters in their reasons for attending, lack of integration into the college, and lack of commitment to obtaining a degree; and (3) as a result, a new persistence model for adult women was developed incorporating an intention to change one's life, an ability to integrate academic and personal spheres, and the goal of getting a degree. Contains 29 references. Data tables are appended. (BCY)

ED 409 959   JC 970 423

Procedure for Tenure Review and Recommendations.
PUB DATE- 24 May 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Rank (Professional); Administrator Responsibility; College Faculty; *Community Colleges; *Eligibility; *Evaluation Criteria; Evaluation Methods; *Faculty Evaluation; Guidelines; *Tenure; Two Year Colleges
IDENTIFIERS- El Paso County Community College District TX

This document outlines the procedures for reviewing and recommending faculty tenure at the El Paso County Community College District, in Texas. First, definitions are provided of the participants in the review process, including the tenure candidate, participating administrators, and committees. Next, eligibility for tenure is reviewed, indicating that candidates must have completed at least 5 years of eligible (i.e., 60%

are: role transition, role dissensus, role ambiguity, role overload, role conflict, and role-person merger. Social role theory can help school-age caregivers with role clarification. As this understanding grows, so will caregivers' proficiency. (TJQ)

ED 409 977 PS 025 405

Choi, Kee Young
An Ethnographic Study on "Rule Making" Activities in the Kindergarten Classrooms of Korea.
PUB DATE- Apr 97
NOTE- 16p.; Paper presented at the Annual International Study Conference of the Association for Childhood Education International (Portland, OR, April 10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Class Organization; Classroom Communication; *Classroom Environment; *Classroom Techniques; Decision Making; Discipline; Elementary School Students; Foreign Countries; *Kindergarten; Primary Education; Student Participation
IDENTIFIERS- *Rules and Regulations; South Korea

This ethnographic study investigated the process of rule-making in two public kindergarten classrooms in Korea. Two teachers and 38 children, ages 5 and 6 years old, participated. Analyses of observation field notes and videotapes showed teachers making weekly rules for classroom, activity centers, and special activities, using both whole-group discussion and small- and whole-group discussion combined. It was found that rules were the same as norms emphasized by teachers. Characteristics of social constructions between teacher and students were extracted. Although rule making was accomplished by decision-making procedures, it was found inappropriate for children to internalize autonomy and to promote problem-solving abilities. The emphasis of teacher's rule-making was on teacher-initiated instruction; most child-initiated participation came from small group discussion. Based on the results, appropriate procedures and management strategies for developing rule-making were suggested. (JPB)

ED 409 978 PS 025 511

Morisset, Colleen E.
"You Know, I Think My Boy's Gonna Be a Reader!" Supporting School Readiness through Community-Based Intervention. Report No. 37.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 97
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Reading; Cognitive Development; Community Programs; Emergent Literacy; Intervention; Parent Attitudes; Parents as Teachers; Poverty; Preschool Education; Program Effectiveness; Reading Aloud to Others; *Reading Improvement; Reading Motivation; Reading Programs; *Toddlers
IDENTIFIERS- Literacy Events; Reading Groups

This study examined the feasibility of a parent-toddler reading program offered as a community-based intervention in one urban and one rural community with widespread poverty and low academic achievement. For example, discussions between parents and their children were more relaxed and displayed a much easier way of negotiating diverse standpoints in families where children had high grades than was the case in families with children who had low grades. Higher grades were also associated with a more egalitarian structure in the dyadic setting and active participation of children in the discussions. Strong hierarchy in the dyads and high tension during discussion marked families with students who had low-grades. (Author/EV)

ED 409 995 PS 025 601

Reynolds, Gail
Developing a Young Adolescent Health Project To Provide Primary and Preventive Services in Schools.
PUB DATE- 96
NOTE- 96p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Asian Americans; *At Risk Persons; Black Students; Child Health; Cultural Relevance; *Early Adolescents; Elementary Education; Health Services; Hispanic Americans; Immigrants; Intermediate Grades; Junior High Schools; Preventive Medicine; *School Community Relationship; *School Health Services; White Students
IDENTIFIERS- *Access to Health Care; Affordability; African Americans; Asian American Students; Availability (Programs and Services); Hispanic American Students; Latinos; Planned Parenthood Federation; School Based Services

This practicum promoted community, school, and agency collaborative relationships to increase the access and affordability of comprehensive, culturally acceptable health care services and health promotion activities. The target population for these services and activities were high-risk, minority adolescents in grades 6 through 8 in two elementary schools serving Latino, African-American, Caucasian, and Asian-American students, including several immigrants. The primary partners were the local health center, Planned Parenthood, and school personnel. Public school nursing staff facilitated health assessments and access for students who needed services. The 8-month school-based Young Adolescent Health Project included health screenings, appointments, advocacy, transportation, education, dental and vision care, laboratory tests, management of chronic illnesses, gynecological/reproductive services, and individual counseling. Workshops and peer health education were used to teach health-promoting behavior. Additional strategies used to address issues of accessibility, availability, affordability, and acceptability included nontraditional outreach, a data management system, and the employment of bilingual and bicultural staff, with selected eighth graders serving on an advisory council. Evaluation of the project indicated that health assessments identified many unmet physical health needs of young adolescents. Identified mental health needs were addressed by counselors in the School Based Youth Service Program. Overall, this project resulted in increased accessibility to health care for this population. Subsequently, an information management system was developed to allow service providers to share relevant information about the medical needs of identified students, and existing relationships among partners were strengthened. (Six appendices include a Health History Assessment, Treatment Plan Contact Sheet, and a Parent Consent Form. Contains 36 references.) (KB) contractor officials, differences in performance and cost-effectiveness may have resulted from the flexibility contractors have in acquiring resources and managing staff, greater access to technology, differences in the complexity of the caseloads, and varying payment rates to contractors. The issue of contractor access to IRS data that could have impeded future full-service privatization has been partially addressed by recent welfare reform legislation. (Appendices include discussions of the study's methodology and selected demographic characteristics of the localities reviewed.) (KDFB)

ED 410 011 PS 025 639

Wolfgang, Charles H.; Wolfgang, Mary E.
The Three Faces of Discipline for Early Childhood: Empowering Teachers and Students.
PUB DATE- 95
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Change; *Behavior Problems; Child Behavior; Classroom Environment; Classroom Techniques; Codes of Ethics; *Discipline; Discipline Policy; *Discipline Problems; Early Childhood Education; Obedience; *Problem Children; Punishment; Self Control; *Student Behavior; Teacher Expectations of Students; Teacher Response; Teacher Student Relationship
IDENTIFIERS- *Disciplinary Styles; Teacher Behavior Continuum

Disciplining is an active teaching and learning process of helping young children become cooperative people who can acquire self-discipline. This book provides three broad philosophies for dealing with misbehavior and difficult children. Chapter 1 offers an overview of the Teacher Behavior Continuum. Chapter 2 provides a detailed explanation of Relationship-Listening techniques. Chapter 3 presents Confronting-Contracting techniques. Chapter 4 describes Rules and Consequences techniques. Chapter 5 describes the levels of crisis through which a child will progress during incidents of assault and violence. Chapter 6 presents a theoretical framework for viewing aggressive and passive children and techniques for intervening with such children, while chapter 7 introduces a step-by-step intervention process for helping problem children through developmental play techniques. Chapter 8 provides guidance in teaching values and proper behavior. Chapter 9 guides the teacher in how to arrange space and materials to prevent misbehavior, while chapter 10 provides the teacher with concrete techniques for handling misbehavior during critical time periods. Chapter 11 provides a way of viewing intervention problems and suggests a set of guidelines for teacher action. Chapter 12 provides steps to follow in establishing a staffing approach for dealing with problem children. Chapter 13 describes the importance of play, its value, and how the teacher may evaluate and facilitate the child's play. An appendix provides information on medication given to children with behavioral problems. (SD)

ED 410 012 PS 025 641

Hensley, Melissa; And Others
No Safe Place: KIDS COUNT Report on Children and Violence.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- Apr 95

licensed home, are outlined. Trends in the number of parent referral contacts to Child Care Resource and Referral services are presented. FY 1996 funding for Resource Development grants, which provide funds for caregiver training, is presented by training category. Appended are tables detailing, by community, the number of families and children receiving child care assistance, the number of homes and centers receiving Child Care grant funding, and the number of training or reimbursement units funded through the Resource Development grants. The report notes that child care assistance programs funding remained stable in FY 1996, although fewer families and children were served due to the increasing cost of child care. Child Care Grant Program participation continues to be strong, and funding has remained constant for the last 5 years. Among the challenges Alaska faces in the future is how to allocate limited financial resources. (KB)

ED 410 029 PS 025 691

Tendy, Susan M.; Geiser, William F.
The Search for Style: It All Depends on Where You Look.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Affective Behavior; *Children; *Cognitive Processes; *Cognitive Style; Elementary Secondary Education; Field Dependence Independence; Learning Strategies; Social Influences; Socialization; Teaching Methods; *Theories
IDENTIFIERS- Hill (Joseph); Historical Background; Hunt (David E); Kolb (David A); Ramirez (Manuel)

This paper traces the history of 11 prominent learning style theorists from the 1970s to the present. Several theorists focused on the student's cognitive processing style. Manuel Ramirez attributed Mexican-American students' tendency toward field sensitivity to their socialization. Charles Letteri classified learners as analytic, global, or combination processors. Anthony Gregorc identified four styles of cognitive processing which combined concrete and abstract spatial and sequential and random temporal components. Ronald R. Schmeck conceptualized cognitive style in a developmental fashion, proceeding from global to analytic. David Kolb identified four learning modes, concrete experience, reflective observation, abstract conceptualization, and active experimentation; and for learning styles, accommodation, assimilation, converging, and diverging. Joseph Hill defined learning style as the way an individual searches for meaning and considered cognitive processes, perceptual modalities, and sociological elements. Harry Reinert focused on students' reactions to an auditory stimulus to enhance learning. David Hunt examined sociological and emotional components of learning style, such as need for structure and peer- versus adult-orientation. Kenneth Dunn and Rita Dunn developed a comprehensive model dealing with environmental, emotional, sociological, physical, and psychological learning style elements which provides information directly related to teaching strategies. Bernice McCarthy developed a lesson plan model which provides a sequence of instruction to move students from concrete experience to reflective observation to abstract conceptualization to active experimentation. The models complement and build on one another, but there is still considerable debate on the issue of matching the learner's style or altering it. (Contains 31 references.) (KDFB)

Alberta are expected to demonstrate when they have completed the Grade 7 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health and Personal Life Skills"; (8) "Complementary Courses," including Career and Technology Studies, Fine and Performing Arts, and Languages Other Than English; and (9) "French Immersion." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 410 048 PS 025 728

Curriculum Handbook for Parents, 1997-1998. Grade 8.
PUB DATE- 97
NOTE- 38p.; For other handbooks in the "Curriculum Handbooks for Parents" series, see PS 025 720-729.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 8; Health Education; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 8 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 8 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health and Personal Life Skills"; (8) "Complementary Courses," including Career and Technology Studies, Fine and Performing Arts, and Languages Other Than English; and (9) "French Immersion." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 410 049 PS 025 729

Curriculum Handbook for Parents, 1997-1998. Grade 9.
PUB DATE- 97
NOTE- 37p.; For other handbooks in the "Curriculum Handbooks for Parents" series, see PS 025 720-728.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 9; Health Education; Junior High Schools; Language Arts;

boys and girls in their gender development did not correlate with parental gender concepts and the parents' role division of household chores. However, the individual differences in the rigidity-flexibility of gender concepts and in the gender role preferences within the groups of boys and girls were related to the individual parents' gender concepts and attitudes, especially in mother-son dyads. No relationship was found between the individual parents' gender role behaviors and the inter-individual differences of children's gender typing. Results support the assumption that the impact of parental socialization influences varies systematically with the kind of variation to be explained. (Contains 12 references.) (Author/EV)

ED 410 068 PS 025 763

North Dakota Kids Count! Fact Book, 1996: State, Regional and County Profiles of Child Well-Being in North Dakota.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 158p.; For 1995 Fact Book, see ED 403 028.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; *Children; Counties; Demography; Dropout Rate; Early Parenthood; Expenditure Per Student; Family (Sociological Unit); Family Violence; Foster Care; Incidence; Infant Mortality; Mortality Rate; One Parent Family; Out of School Youth; *Poverty; Prenatal Care; Preschool Education; Safety; Secondary Education; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Well Being
IDENTIFIERS- Child Mortality; Child Safety; *North Dakota; Project Head Start

This Kids Count report details statewide trends in the well-being of North Dakota's children. The statistical report is based on indicators of child well-being in six areas: (1) family composition, including foster care placement; (2) economic conditions, including children in near or extreme poverty; (3) child health, including low birthweight, and infant and child mortality; (4) education, including high school drop out rates, special education enrollment, Head Start enrollment, and average expenditures per pupil; (5) child safety, including child abuse and neglect, child care capacity, and children affected by domestic violence; and (6) teens at risk, including juvenile court referrals, out of school teens, and juvenile arrests. Part 1 of the report describes the organization and selection of data. Part 2 gives an overview of the statewide trends in each indicator. Part 3, the bulk of the report, contains state, region, and county profiles for each indicator. Results indicate that race/ethnicity, immigration status, and family size are related to child well-being. Foster care demand is increasing faster than the supply. Nearly half the children under six live in poor or nearly poor families. Child health continues to exceed national averages on most indicators, with infant mortality continuing to decline. The high school dropout rate, has declined slightly but dropout continues to be a problem for some reservation counties. About 10 percent of children receive special education. About 4 percent of children are effected by domestic violence. Juvenile court referrals for property offenses have declined. (Definitions and data sources are appended.) (KB) identifies programs that have demonstrated a significant impact on dropout rates, college attendance, school performance, or related outcomes in rigorous evaluations; that are replicable across a broad range of secondary schools; and that have been successfully evaluated among or at least frequently applied to schools serving Latino students. Two dropout prevention programs and four college attendance programs were identified as meeting the criteria: the Coca-Cola Valued Youth Program, the Achievement for Latinos through Academic Success (ALAS) program, Upward Bound, SCORE, Project Advancement Via Individual Determination (AVID), and Project GRAD. Also included are brief analyses of nine college attendance/dropout prevention programs in California that did not meet the criteria of the review, but that are used on a fairly broad scale with Latino students. While successful program interventions vary considerably, common program themes include creating meaningful relationships between students and teachers and among students, connecting students to an attainable future, giving students help with specific courses as well as more generic study strategies, recognizing students for academic efforts, and providing activities to increase parental involvement. Contains 45 references and information on program contacts. (LP)

ED 410 085 RC 021 111

Liegeois, Jean-Pierre
Roma, Gypsies, Travellers. Revised Edition. Collection Education.
PUB DATE- 94
NOTE- 323p.; Also published in French as "Roma, Tsiganes, Voyageurs," (ISBN-92-871-2348-9).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Translations (170)
DESCRIPTORS- Acculturation; Cross Cultural Training; Cultural Background; Cultural Images; Cultural Pluralism; *Culture Conflict; Elementary Secondary Education; *Ethnic Discrimination; Ethnic Relations; Ethnic Stereotypes; *Family School Relationship; Foreign Countries; Life Style; Migrant Education; Migrants; *Multicultural Education; *Nomads; Nonformal Education; Social Action; Social History
IDENTIFIERS- *Europe; *Gypsies

In Europe, prejudice and stereotyping of Gypsies and Travellers often result in the failure of measures aimed at helping this group. This book resulted from a request of the Conference of Local and Regional Authorities of Europe to the Council of Europe to prepare teacher information packs on the history, culture, and family life of nomadic populations as part of work in intercultural education. There are two sections. The first, on sociocultural data, examines Gypsy origins in northwest India and their dispersal throughout Europe in several waves of migration from the 12th century to the present; populations; language; social organization; travel; the family; religion; economic organization; art; and lifestyle and identity. The history of Gypsy interactions with outsiders and the treatment to which they have been subjected is examined in the second part, on sociopolitical data. Rejection remains a dominant factor in relations between Gypsies and the surrounding population, and the strong points of this culture are also its vulnerabilities. Communal living, marginal subsistence economy, present-time orientation, nomadism, dispersion, linguistic variety, and solidarity become weaknesses when Gypsies find themselves immersed in a society determined to assimilate them, details about making lab ware, caring for microscopes, and collecting, culturing, and maintaining microorganisms; and a bibliography of reference and resource materials. (DDR)

ED 410 105 SE 060 468

Block Scheduling: Teaching Strategies for the Restructured School Day.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Block Scheduling; Educational Change; Educational Innovation; *Educational Strategies; *Flexible Scheduling; Grouping (Instructional Purposes); Science Activities; *Science Curriculum; Secondary Education; Standards; Student Evaluation

This book is a compilation of articles taken from the National Science Teachers Association (NSTA) journal entitled "The Science Teacher" that pertain to block scheduling and strategies for effective science instruction within this framework. Articles include "Blockbuster Ideas" (Judy Bohince and Ireve King), "Tackling Block Scheduling" (Martha M. Day and others), "Blocking in Success" (Sylvia L. Cooper), "Year-Round Science" (Marilyn J. Stenvall), "Building Block Schedules" (Janet L. Gerking), "New Class on the Block" (Terrilee Day), "A Lesson in Block Scheduling" (Robert Barnes and others), and "Managing Each Minute" (Michael Clough and others). Also included are a forward and an introduction that relate this new approach to current goals and standards for science education. An invited paper on block scheduling provides background information about the process and its effects on teaching and learning (K. Doug Kissler). (DDR)

ED 410 106 SE 060 478

Murphy, Diane S.; Sullivan, Kathleen
Connecting Adolescent Girls of Color and Math/Science Interventions.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Baltimore, MD, March 22-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Career Exploration; *Females; Hispanic Americans; Intervention; *Mentors; *Minority Groups; *Partnerships in Education; *Science Programs; *Scientists; Secondary Education
IDENTIFIERS- African Americans; Hispanic American Students; People of Color

This paper describes a study of Project SPLASH!, a program for minority adolescent girls with high potential in mathematics and science. This paper aims to contribute to the knowledge base on characteristics of program interventions which may increase the representation of women and minorities in the fields of mathematics and science. Findings on student and parent perceptions regarding the goals of the program, gender issues, causal attribution, self-esteem, and motivation are shared. Goals shift as girls are mentored by practicing scientists. Students reveal preferences for co-educational programs, active learning, outdoor education, and no formal

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Algebra; Elementary Secondary Education; *Geometry; *Mathematics Achievement; *Mathematics Curriculum; Mathematics Education; Mathematics Skills; *Minimum Competencies; *Standards
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; Third International Mathematics and Science Study

These excerpts from the National Council of Teachers of Mathematics (NCTM) Standards support the Third International Mathematics and Science Study (TIMSS) Resource Kit by offering some context for discussing the teaching of algebra and geometry seen in the videotapes that are also part of the kit. The Standards describe the mathematics content that all students should know and be able to do. This document is divided into grade levels K-4, 5-8, and 9-12 with each level having 12 to 14 standards. The curriculum standards for grades K-4 include 13 standards and excerpts on geometry/spatial sense and patterns/relationships are presented. The curriculum standards for grades 5-8 contain an overview of those 13 standards plus a list of features which should be included in the 5-8 curriculum. Summaries are presented for the standards on patterns and functions, algebra, and geometry. The section on standards for grades 9-12 discusses background, underlying assumptions, features of this content, and patterns of instruction. The excerpts for grades 9-12 address algebra, functions, geometry from a synthetic perspective, and geometry from an algebraic perspective. (AIM)

ED 410 127 SE 060 942

Nagasaki, Eizo; Sawada, Toshio; Senuma, Hanako
Mathematics Program in Japan: Kindergarten to Upper Secondary School.
PUB DATE- Jan 90
NOTE- 52p.; Also included as a component of the multimedia resource kit "Attaining Excellence: TIMSS as a Starting Point to Examine..."; see SE 060 930.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Arithmetic; *Course Content; *Curriculum Guides; Demonstration Programs; *Educational Objectives; Elementary Secondary Education; Foreign Countries; Mathematics Achievement; *Mathematics Curriculum; Mathematics Education; *Mathematics Skills; *Standards
IDENTIFIERS- *Japan

This publication offers excerpts from the National Courses of Study revised by the Ministry of Education in Japan. The first section discusses curriculum for kindergarten. It states that lessons must be presented at least 39 weeks a year and the standard number of class periods per day should occupy four hours. Content is classified into four domains, arithmetic being involved in the third domain of environment and not specified as a subject. The next section outlines the mathematics curriculum for elementary school. Arithmetic is required in each grade, and the standard number of class periods per year required for arithmetic is listed for each grade level. Class periods are 45 minutes long with instruction being given at least 34-35 weeks. Educational objectives and content are provided for each grade level. The mathematics curriculum is outlined for the lower secondary school (ages 12-

LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community Services; Elementary Education; Language Arts; Mathematics; Public Service; School Community Programs; *School Community Relationship; Sciences; *Service Learning; *Social Studies; State Curriculum Guides; State Departments of Education; State Programs; State Standards; Student Participation
IDENTIFIERS- South Carolina

This manual contains ideas for integrating service learning into various disciplines for grades K-8. The integration of activities can add real-life experiences to the academic curriculum and help create the capacity for students to improve their school and community. The three types of service activities include: (1) direct activities that require personal contact with people in need; (2) indirect activities, commonly implemented in schools, involving channeling resources to the problem rather than working directly with the individual in need; and (3) advocacy activities that require students to lend their voices and their talents to help eliminate the causes of a specific problem. The four stages in a well-organized service learning lesson plan are preparation, service, reflection, and celebration. The manual is divided into sections for elementary and middle school, as well as for content areas within the curriculum (art, health, language arts, mathematics, physical education, science, and social studies). Another section addresses service learning in electives. Contains 72 references and an appendix. (EH)

ED 410 149 SO 027 629

McGinnis, James
Educating for Peace and Justice: Religious Dimensions, K-6. 8th Edition.
PUB DATE- 93
NOTE- 101p.; For the 7-12 guide, see ED 392 723.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Ethical Instruction; *Ethics; *Global Education; Justice; Multicultural Education; *Peace; Prosocial Behavior; *Religious Education; Service Learning; Social Change; *Social Studies; Social Values; Teaching Guides

This revised teacher's manual focuses on the need to develop compassionate concern in students if they are to be moved to action. The 12-step processes in the 8 units promote a personal relationship or friendship with the persons or groups involved. The units include: (1) "Of Dreams and Vision"; (2) "Interpersonal Peacemaking/Reconciliation"; (3) "Reconciliation--Turning Enemies and Strangers into Friends"; (4) "Interracial Reconciliation"; (5) "International Reconciliation: Dealing with Violence and War"; (6) "International Reconciliation: Global Interdependence"; (7) "Solidarity with the Poor"; and (8) "Becoming Friends with the Earth". Other special sections are "Helping Children Become Peacemakers: A Special Process"; "'A Methodology for Educating for Peace and Justice'"; and "'We Are a Rainbow People'" with music and directions for making paper cranes. (EH)

ED 410 150 SO 027 640

reproduction of each art object is provided. A series of questions encourage student description, interpretation, and creative response to the works of art. Reproducible "Discovery Sheets" provide a range of interdisciplinary activities that students can complete either on their own or in small groups. These activities require students to gather information, develop observation and comparison skills, and encourage reflection upon connections between the art and culture of ancient Greeks and Romans and contemporary experiences. Suggestions for further reading and a glossary conclude the resource. (MM)

ED 410 171 SO 028 097

Ross, Annie; And Others
Shared Treasures: Gifts from Our Ancestors. Northwest Coast Native Art at the Seattle Art Museum. Curriculum Resource Unit. Second Printing.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 94
NOTE- 138p.; Twenty color slides not available from EDRS. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetics; *American Indian Culture; *Art; Art Criticism; *Art Education; Art History; Elementary Secondary Education; Handicrafts; Instructional Materials; Interdisciplinary Approach; Material Culture; Museums; Mythology; Symbolism; Teaching Guides; Visual Arts; Woodworking
IDENTIFIERS- Basket Weaving; Book Production; Murals; *Northwest Coast Indians; Washington

This curriculum resource includes a set of 20 color slides with a descriptive script and comprehensive lesson guide. The unit, which is adaptable for use with grades K-12, examines some of the Northwest Coast Native art objects in the Seattle Art Museum's permanent collection and teaches about the art and culture of the indigenous people of the Northwest Coast. After an introductory section, the guide is organized in two sections which build on one another. Section 1, "Art for Everyday Use," includes lessons: (1) "Mat Creasers and Mat Weaving"; (2) "Basketry"; (3) "Bent-Corner Boxes"; (4) "Totem Poles and Houseposts"; and (5) "Canoes." Section 2, "Art for Ceremonial Use," presents lessons (6) "Grease Dishes"; (7) "Ceremonial Masks"; (8) "Button Blankets: Crest Designs and Prerogatives"; (9) "Woven Hats: Crest Items "; (10) "Headdress as History"; (11) "Rattles"; and (12) "Headdress as Creation Story." Each lesson focuses on a slide image, presents introductory information, a lesson summary, a goal, and objectives. Suggested discussion questions follow. At the end of each lesson studio art activities are indicated. While these activities may be used alone, several also are designed to be part of two ongoing class projects--a village mural and a book. Reproducible handouts include black and white photographs which allow students time to examine the images. A concluding section gives information on the slides, and four activities especially designed for K-2 students. Contains 16 references. (MM)

ED 410 172 SO 028 151

working and conceiving educational activity. (Contains 13 references.) (ND)

ED 410 191 SP 037 440

Morris, Paul
The Hong Kong School Curriculum: Development, Issues and Policies. Second Edition.
PUB DATE- 96
NOTE- 182p.; This second edition has been substantially revised to reflect changes in Hong Kong educational policy.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; Curriculum Research; Education Courses; Educational Objectives; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Student Evaluation; Teaching Methods
IDENTIFIERS- *Hong Kong

This text provides a comprehensive introduction to the study of curriculum and its application in Hong Kong. The components of the school curriculum and concepts used to analyze curriculum are explored in the publication's 12 chapters. Chapter 1 looks at the scope of curriculum studies and various questions and perspectives in studying curriculum. Chapter 2 focuses on implications for curriculum developers, including goals and objectives. Chapter 3 examines what should be learned and taught, chapter 4 describes teaching methods, and chapter 5 looks at student assessment. Chapters 6 through 8 discuss planning, organizing, and evaluating curriculum. Chapter 9 examines decision making about the curriculum, and chapter 10 focuses on curriculum implementation. Chapters 11 and 12 consider influences on curriculum and priorities and policies. (Contains 157 references.) (ND)

ED 410 192 SP 037 443

Morris, Vivian Gunn; And Others
Involving Families in Education: Using Diverse Teaching and Assessment Strategies To Prepare Teachers for This Role.
PUB DATE- Feb 97
NOTE- 20p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Washington, DC, February 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Early Childhood Education; *Education Courses; Education Majors; Elementary Education; *Family Involvement; Higher Education; *Parent Teacher Cooperation; *Preservice Teacher Education; Required Courses; Student Evaluation; Teacher Education Curriculum; Teaching Methods
IDENTIFIERS- Preservice Teachers

This paper summarizes three presentations on the diverse teaching and assessment strategies used in a course designed to prepare preservice teachers for involving families and the community in the education of children. The course is required for early childhood and elementary teacher education majors at the in relation to each of the 22 requirements followed by criteria reflecting the developmental levels of building knowledge, exploring and making a plan, implementing a plan, and refining performance. (LH)

ED 410 209 SP 037 469

Moran, Gabriel
Showing How: The Act of Teaching.
PUB DATE- 97
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Philosophy; Elementary Secondary Education; *Ethics; Higher Education; Language Styles; Pragmatics; Schools; *Teaching Methods

Moving away from the "tips for teaching" approach, this book reflects on the practice of teaching in human life. Part 1 discusses the meaning of the verb to teach. In this part, chapter 1 explores teaching as a moral dilemma, tracing some of the historical journey, chapter 2 draws from examples of teaching in the nonhuman world as in communal and nonverbal forms, and chapter 3 describes the physical design of teaching. Part 2 explores the languages of teaching. In this part, chapter 4 explores rhetorical forms of speech such as story telling and preaching, chapter 5 discusses the therapeutic languages, and chapter 6 discusses languages that call language itself into question. Part Three examines the implications for education. Chapter 7 reflects on the meaning of education in the context of what teaching is, drawing correlations between forms of speech in teaching and forms of speech in education. Chapter 8 focuses on the school and forms of teaching within it. Chapter 9 tests the proposed moral solution to extend the argument to the teaching of morality. The book concludes with its original thesis by contrasting the two meanings of to teach: "to teach is to explain" and "to teach is to show how to live." (LH)

ED 410 210 SP 037 470

Phi Beta Kappa Viewpoint.
PUB DATE- Jan 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Classroom Environment; Classroom Techniques; *Computer Uses In Education; Educational Research; Elementary Secondary Education; Essays; *Experiential Learning; *Journal Writing; *Simulation; Teaching Methods
IDENTIFIERS- Extra Year Programs (Kindergarten)

This collection of articles on aspects of educational research, service, and leadership, are all written by members the Trenton (New Jersey) Area Chapter of Phi Delta Kappa. "Extra Year Programs: The K-1 Transition," by Richard Graja, reports on a study of 210 families regarding the Extra Year program, an opportunity for children to complete kindergarten and first grade in three years. In "Instructional Technology: The Future Is in Our Classrooms Today" Helen Pulaski Gross describes the need for using up-to-date technology in high school classrooms. In "Journal Keeping: Recording the Events of One's Personal and Professional Life" Claire Sheff Kohn discusses using journal

Guidelines for the Development and Management of Performance Assessments. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Achievement Tests; Educational Assessment; *Educational Policy; Elementary Secondary Education; Field Tests; *Performance Based Assessment; *Scoring; *Test Construction; Test Use; *Testing Problems; Training
IDENTIFIERS- ERIC Digests; *Large Scale Assessment; Test Directors

These guidelines are provided to offer guidance to district and state policy makers and assessment directors concerning some issues of managing the development, administration, and use of performance assessments in large scale assessment programs. The term "performance assessment" is used for assessments that go beyond paper-and-pencil, group-administered assessments. Preassessment development activities must occur before assessment development can occur. Steps in preassessment include the development of the assessment framework, creation of the assessment plan, determination of assessment resources, and production of the assessment blueprint. After the blueprint has been created, it is time to formulate the assessment prompts. Once the exercises are written, they must be edited and tested with a student sample. After initial work on a scoring guide is completed, a panel of experts should review the exercises. Preparation for assessment administration is the next set of important activities. A key to the success of the assessment is the quality of the individuals chosen to conduct the assessment. Once assessment administrators are trained, the assessment should be field tested. The scoring process requires that a number of things be prearranged to make scoring flow smoothly. The various scores then need to be summarized and prepared for reporting. This guide illustrates that performance assessment is both feasible and manageable when taken step-by-step. (Contains four references.) (SLD)

ED 410 230 TM 026 236

Marzano, Robert J.
Eight Questions about Implementing Standards-Based Education. ERIC/AE Digest Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Accountability; *Educational Assessment; Elementary Secondary Education; School Districts; *Standards; Student Evaluation; *Teaching Methods; *Test Use
IDENTIFIERS- *Benchmarking; ERIC Digests; Standard Setting

This digest presents eight questions that pertain to how standards-based education affects classroom instruction and assessment at the local level. Various options and demonstrate how these goals had been met in the course of the semester. An appendix lists some goals for teacher portfolio use. (Contains 34 references.) (SLD)

ED 410 248 TM 026 995

Kozimor, Susan; And Others
The Measurement of Externalizing/Internalizing on the CBCL: A Device for Early Detection and Intervention Strategies.
PUB DATE- Mar 97
NOTE- 92p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; *Extraversion Introversion; *Identification; *Intervention; Measurement Techniques; *Mental Health; *Outcomes of Treatment; Parents; Patients
IDENTIFIERS- *Child Behavior Checklist; Externalization

The predictive power of the externalizing and internalizing factors of the Child Behavior Checklist (CBCL) for mental health treatment outcomes was studied. Data were collected over 3 years at a community mental health agency. From the population of intakes at the agency, 789 cases were selected as the unrestricted sample, and 374 of these were further analyzed as a restricted sample. Parents of these children completed the CBCL and each child was assessed by a clinician-assessor. In general, the theoretical construct that was tested was whether a specific factor of personality, extroversion or introversion, as represented by the CBCL's second order factors Externalizing and Internalizing, would manifest itself in a way that would give information about mental health treatment outcomes. The study indicated that externalizng/internalizing did relate to therapist-assessed gains after a period of treatment. Internalizers were judged to make significantly greater gains in mental health treatment than externalizers. There was not a significant relationship, however, in these samples between extroversion and introversion and two other outcomes hypothesized to relate to client personality factors. These outcomes were number of treatment sessions and therapist-assessed satisfactory treatment outcome versus abrupt or indeterminate termination. Thirty-seven appendixes present a global assessment of functioning continuum, the CBCL, coding entries, and tables of results for each hypothesis tested. (Contains 19 tables, 34 appendix tables, 2 figures, and 112 references.) (SLD)

ED 410 249 TM 027 003

Colton, Gregg D.
High-Tech Approaches to Breeching Examination Security. Espionage 101.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

scale, statewide testing programs. Technical challenges such as scaling, reporting, generalizability, and sampling issues must also be considered. The CCSSO has undertaken activities to develop new types of assessments and to engage in research about performance assessment. Particularly promising are approaches that coordinate assessment at the state, district, and classroom levels. The CCSSO is a leader in studying this type of coordination. (Contains 14 references.) (SLD)

ED 410 267 TM 027 056

Gao, Xiaohong
Sampling Variability and Generalizability of Work Keys Listening and Writing Scores. ACT Research Report Series 96-1.
PUB DATE- May 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adults; Difficulty Level; *Generalization; Job Skills; *Listening Comprehension Tests; Performance Based Assessment; *Sampling; Scores; Scoring; Tables (Data); Test Construction; *Writing Tests
IDENTIFIERS- *Variability; *Work Keys (ACT)

The use of the Work Keys Listening and Writing Assessment, part of an assessment system of the generic employability skills of individuals, needs to be accompanied by systematic evaluation of its technical qualities. This study examined sampling variability and generalizability of Listening and Writing scores when multiple forms, raters, and prompts (tasks) were used. Different types of scoring, current level scores, and mean scores (unrounded and rounded) were also compared in terms of generalizability. One sample consisted of 167 examinees and the other, of 89 examinees. The results indicate that: (1) examinees' scores vary from one test form to another due to large task-sampling variability; (2) the rank orderings of prompt difficulty differ for the various examinees; (3) measurement errors are mainly introduced by task-sampling variability, and not by rater-sampling variability; (4) the Writing scores are more generalizable than the Listening scores; and (5) current level scores are less generalizable than mean scores (both rounded and unrounded). The use of six prompts and two raters in the Work Keys assessment leads to a greater generalizability, especially in Writing, than other performance assessments with smaller numbers of tasks or raters. In addition, these analyses also caused test developers to explore alternative level scores with higher reliability than the current Work Keys scores. (Contains 6 figures, 7 tables, and 12 references.) (Author/SLD)

ED 410 268 TM 027 057

Zeng, Lingjia
An IRT Scale Transformation Method for Parameters Calibrated from Multiple Samples of Subjects. ACT Research Report Series 96-2.
PUB DATE- May 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Estimation (Mathematics); *Item Response Theory; Mathematics Tests; *Scaling; *Test Items
IDENTIFIERS- Calibration; Item Parameters

they tell about the student's capabilities. To compare the content assessed by PASSPORT and the American College Testing Program (ACT) Assessment, a multidimensional item response theory model (MIRT) was applied to the mathematics and language arts scores from the portfolio and the multiple choice test. The MIRT analysis was followed by a cluster analysis of similarities of the dimensions assessed by the items. Comparison of the content and cluster analyses shows clear differences in the types of skills and knowledge that are assessed. The portfolio provides evaluations of student performance on major writing tasks and on mathematics skills related to data analysis and problem solving, while the standardized test provides information about the details of the writing process and the rules for manipulating mathematical expression. (Contains two figures, six tables, and nine references.) (SLD)

ED 410 286 TM 027 111

Moore, Caroline; Ferguson, Dianne
Seeing Schools through New Lenses: A Qualitative Approach to Observing in Schools.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Observation Techniques; Elementary Secondary Education; Evaluation Methods; Evaluators; Holistic Evaluation; *Interviews; *Observation; *Profiles; *Qualitative Research; Synthesis; Teachers
IDENTIFIERS- Reflective Analysis

This paper reports the development and evaluation of an observation guide that draws on qualitative techniques of participant observation and semistructured interviewing to help anyone interested in visiting and understanding schools to develop a "big picture" profile quickly and efficiently. The guide reflects the philosophy of E. Eisner (1991) and his ideas of educational connoisseurship and the five dimensions of schooling. After three pages of introduction and suggestions, the guide is organized into two parts. Part 1 provides structure and space for observers to write notes about their observations while in the school. The guide asks them to note a variety of general information in a way that functions as a semistructured interview and observation guide. Part 2, designed to be completed after the visitor leaves the school, encourages reflection and synthesis of what was learned during the observation into a profile of the whole school. Seventeen people (teachers, students in a master's degree and licensure program, special education administrators, and parents) participated in an evaluation of the guide in use. Fourteen completed only one Visit Guide and three completed at least two. Visitors tended to be reflective and holistic in their descriptions of the schools. For some the Guide was a map, and for others it was a frame. The organization of the Guide directed the observers in particular ways that they felt helped them focus on specific dimensions of the school while constructing a broad picture of its functions. The Guide encourages users to see schools with new lenses and to focus on things they might not have seen otherwise. (Contains 2 tables, 17 figures, and 16 references.) (SLD)

ED 410 287 TM 027 123

ED 410 305 TM 027 579

Gerald, Debra, Ed.
The Eighth Federal Forecasters Conference - 1996 and the Seventh Federal Forecasters Conference - 1994. Combined Papers and Proceedings (Washington, DC, May 2, 1996 and Arlington, VA, November 15, 1994).
PUB DATE- 97
NOTE- 381p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Economic Factors; Educational Trends; Employment Patterns; Environmental Influences; *Federal Government; *Futures (of Society); Internet; Policy Formation; *Prediction; Public Policy; Research Methodology; *Trend Analysis

The 1994 and 1996 Federal Forecasters Conferences provided forums at which forecasters and those involved in predicting trends from different federal agencies and other organizations could meet to discuss various aspects of forecasting in the United States. The theme of the 1996 conference was "Federal Forecasters Look 10 Years Ahead." One hundred forecasters attended the day-long conference to hear presentations made by forecasters from government, the private sector, and academia. Presentations were grouped into the following categories: (1) "World Agriculture to 2005"; (2) "Troubled Nation States: Anticipation and Prevention"; (3) "Current Methodologies for Forecasting Health Professions Requirements"; (4) "Forecasting Techniques"; (5) "Issues in Economic Forecasting"; (6) "The Use of Environmental Forecasting for Policy Development"; (7) "State and Regional Forecast Methodology"; and (8) "Forecasting the Long Run." Of particular interest to the educational research community is a panel presentation, "Federal Forecasters Look 10 Years Ahead," featuring, among other papers, a discussion by Debra Gerald on "Projections of Education Statistics to 2006," 25th in a series of forecasts by the Department of Education. No conference was held in 1995. The 1994 conference included papers in the areas of forecasting and the Internet, forecast evaluation, policy analysis, economics and employment, and topics in forecasting. (SLD)

ED 410 306 TM 027 580

National Educational Research and Development Centers: Research Literature, 1966-1996. CD-ROM Set Manual.
SPONS. AGENCY- National Library of Education (OERI/ED), Washington, DC.
PUB DATE- Jun 97
NOTE- 32p.; Digitized page images appearing on the 31 CD-ROM set described in this manual were prepared by and are archived by the ERIC Document Reproduction Service (EDRS).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055) Non-print Media (100)
DESCRIPTORS- *Databases; Educational Research; Elementary Secondary Education; Federal Government; Optical Data Disks; *Publications; *Research and Development Centers; *Resource Materials
IDENTIFIERS- *ERIC

This manual is designed to accompany a set of 31 CD-ROM discs.

ED 410 323 UD 031 797

Schwartz, Wendy
Strategies for Identifying the Talents of Diverse Students. ERIC/CUE Digest, Number 122.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Ability Identification; Cognitive Style; Cultural Awareness; *Cultural Differences; *Diversity (Student); *Early Identification; Elementary Education; *Evaluation Methods; *Gifted; Minority Groups; Outreach Programs; School Role; Talent; *Talent Identification; Teacher Role; Urban Youth
IDENTIFIERS- ERIC Digests

To reduce the possibility that children who do not fit stereotypical profiles of gifted children will be passed over, identifying students from diverse backgrounds for talent should be a multipronged effort. Outreach is especially important in areas when parents may be absorbed in meeting their family's immediate needs. To facilitate identification at school, teacher training programs now provide education about cultural and talent diversity among gifted students and about the ways learning style differences can mask evidence of special talents. The children themselves, and the adults in their lives, may not even be aware of their talents, but schools can use the following methods of identifying giftedness to make sure that students receive fair consideration: (1) standardized tests; (2) observation; (3) self-identification through biographical inventories; and (4) portfolios. Identifying the special talents of students from diverse backgrounds is just the first step toward helping them achieve their full potential. (Contains 12 references.) (SLD)

ED 410 324 UD 031 813

Mueller, Daniel P.
The Implementation of Developmentally Appropriate Practice in Inner City Primary-Grade Classrooms and Its Effects.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- Mar 97
NOTE- 22p.; Paper prepared at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Behavior Patterns; Demonstration Programs; Federal Aid; Inner City; *Inservice Teacher Education; *Instructional Effectiveness; Mathematics Instruction; *Parent Participation; Primary Education; Program Effectiveness; Reading Instruction; Urban Schools
IDENTIFIERS- *Developmentally Appropriate Programs; Project Head Start; *Saint Paul Public Schools MN

A goal of the St. Paul (Minnesota) Head Start/Public School Early Childhood Transition Demonstration Project is to promote the implementation of developmentally appropriate practices (DAP)

(051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies; Teaching Guides
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of June, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: France gets a new government and Prime Minister as the Socialist Party defeats the Conservative Party, widow of Malcolm X in critical condition after sustaining injuries in fire, Oklahoma City bombing case jury finds Timothy McVeigh guilty on all 11 counts, evacuations in Sierra Leone, Ireland peace talks resume, worldwide demonstrations mark the eighth anniversary of China's crackdown in Tiananmen Square, and international observers monitor parliamentary elections in Algeria (June 2-6); election results for the Republic of Ireland, Algerian election marred by controversy, Mideast peace talks revived, U.S. President Clinton proposes 5-year ban on human cloning, violence in the Republic of Congo (formerly Zaire), South Korea sends food to North Korea, Dow Jones breaks record high, computer software companies Microsoft and Netscape team up to offer a security program to protect personal privacy on the Internet, and President Clinton signs the Disaster Relief Bill (June 9-13); Timothy McVeigh receives death sentence in Oklahoma City bombing case, 25th anniversary of burglary of Democratic Party headquarters at Watergate, Britain suspends talks with Sinn Fein, European Union leaders meet in Amsterdam, law banning sexual discrimination by schools receiving federal funds is 25 years old, Saudi bombing suspect in custody, pause in Republic of Congo hostilities, Cambodian leader Pol Pot surrenders, Central Intelligence Agency (CIA) terrorism suspect is captured, and Russia joins "G-7" to create the Summit of Eight in Denver (CO) (June 16- 20); tobacco companies and attorneys-general of several states hammer out a landmark agreement, Earth Summit opens in New York, Wall Street stock drop, Britain and China agree to early army presence in Hong Kong, U.S. Air Force releases report debunking speculation that aliens crash landed in Roswell (NM) 50 years ago, Ukraine blames former USSR for Chernobyl disaster, a collision causes the latest problem to challenge the MIR space station crew, and Internet users differ over Supreme Court ruling on free speech rights in cyberspace (June 23-27); and the British handover of Hong Kong to the People's Republic of China (June 30). (SWC)

ED 409 883 IR 018 505

Yearman, Andrew R. J., Ed.
ITED Newsletter, 1991-1997.
PUB DATE- 97
NOTE- 66p.; Published irregularly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Interfaces; Conferences; Continuing Education; Distance Education; *Educational Technology; Focus Groups; Human Factors Engineering; *Industrial Training; *Instructional Design; Internship Programs; Job Skills; *Newsletters; *Professional Associations; Professional Development; Professional Training

interviews, to provide quality customer service and satisfy patrons. The book is divided into 11 sections and uses the metaphor of the reference interview as a performing art: (1) Setting the Stage; (2) The Actor's Tools; (3) Teaching the Role; (4) Casting; (5) On Stage; (6) Backdrops and Props; (7) Rehearsals; (8) One-Person Shows; (9) Special Performances; (10) The Critics and Reviews; and (11) Finale. It examines the historical background of the research interview, the effects of technology, how to serve special populations, evaluation techniques, various types of interviews, problem patrons, and other issues. Intended for librarians, library school students, library staff working directly with patrons, and library science educators, the book emphasizes training and development and provides interview skills tests, rating sheets, checklists, and a bibliography of training materials and resources for further study. (Contains 293 references.) (SWC)

ED 409 901 IR 056 418

Fredericks, Anthony D.
The Librarian's Complete Guide to Involving Parents through Children's Literature. Grades K-6.
PUB DATE- 97
NOTE- 137p.; Illustrated by Phyllis Disher Fredericks.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Activity Units; Books; Children; *Childrens Literature; *Directed Reading Activity; Discussion (Teaching Technique); Elementary Education; Learning Activities; Librarians; Library Extension; Library Role; Parent Child Relationship; *Parent Role; Parents as Teachers; Public Libraries; Reading Assignments; *Reading Materials; Reading Strategies; School Libraries; Selection Tools; Teaching Guides
IDENTIFIERS- Age Appropriateness

This book is designed to help librarians build a lasting and enthusiastic relationship with parents and to help parents extend the learning opportunities of their children through a literate environment. The book contains activity pages for 101 children's literature selections, aimed at children in grades K-6. The activity page for each book contains: bibliographic information (title, author, and publisher); a brief summary of the book; discussion questions that parents and children can share after or while reading the story; activities that parents and children can do together, appropriate to a wide range of abilities and interest of children; and a list of related titles for children and parents to enjoy together, including books on the same theme and books written by the same author. Suggestions for using the activity pages and suggestions for promoting literature bonds between parents and children are provided. An introductory letter is supplied for librarians to photocopy and distribute to parents. Activity pages and booklists may be duplicated and distributed. Appendices consist of supplemental booklists for parents which are arranged by grade and include more than 95 titles per list: preschool-kindergarten, grades 1-2, grades 3-4, and grades 5-6. Selection criteria for titles included in this book are also discussed. (SWC)

ED 409 902 IR 056 419

Baughman, Steven A., Ed.; Curry, Elizabeth A., Ed.

relations; (9) students, including admissions, advising, alumni relations, athletics, the bookstore, child care, counseling, services for disabled students, extracurricular activities, financial aid services, high school equivalency and college high school programs, health services, international students, job referral, multicultural student services, orientation, registration, testing, and programs for women; and (10) scholarship and research, analyzing assessment methods, instructional improvement, faculty training and travel, and sources of funds. (KP)

ED 409 922 JC 970 327

Rivera, Manual G.
Advocating Access into the Wisconsin Technical College System.
PUB DATE- 2 May 97
NOTE- 82p.; Paper presented at the Annual Conference, "Strategies for Success in the Wisconsin Technical College System," (2nd, Madison, WI, May 2, 1997).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Accreditation (Institutions); College Planning; *Diversity (Institutional); *Educational Strategies; *Institutional Mission; *Organizational Objectives; Recruitment; School Effectiveness; Statewide Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Wisconsin Technical College System

As open access institutions, the mission of the Wisconsin technical colleges is to enhance the lives of all residents of the state. To achieve this, the system has adopted the following 12 strategies: (1) revise the missions and purposes of the 16 system colleges to ensure that they provide services to all residents; (2) focus on education and the value of the education and training to the state and its residents; (3) ensure that the colleges meet accreditation requirements of the North Central Association for equity, access, and diversity; (4) keep fees and tuition affordable; (5) identify the purpose of basic skills and indicators that can be used to determine the degree to which those purposes are being achieved; (6) use local college funds to support programs that enhance diversity; (7) market the colleges' transfer program to enhance the system's position and recruitment efforts; (8) highlight the relationship between education and higher incomes, lower unemployment rates, and increased tax revenues to the state; (9) strengthen partnerships with high schools to capture a greater share of high school graduates; (10) value the differences of each college in the system and their uniqueness in Wisconsin's system of postsecondary education; (11) recognize the academic achievements of individual student groups and help groups that fall behind; and (12) continue to encourage diversity. The system's mission and purpose statements; data on the characteristics of 1995-96 graduates, transfers to and from the University of Wisconsin, and System students by college; and a map of districts and colleges are attached. (HAA)

ED 409 923 JC 970 330

Thomas-Spiegel, Joan
Increasing Instructor and Student Communication through Drop Notice Surveys.

that the course should continue to provide a synthesis of ideas. Strategies for achieving unity between women's and men's studies in the course included dividing the course into two parts dealing with the history of the women's movement and its recent application, including the men's movement; organizing the course by period; and leaving the course undivided, but changing its description to indicate that other issues, such as men and race, are discussed. Contains 20 references. (BCY)

ED 409 941 JC 970 405

Dumville, Miriam McCarthy
The Psychology of Women and Gender.
PUB DATE- Jun 97
NOTE- 16p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 970 402.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Course Objectives; *Curriculum Development; *Females; *Feminism; *Psychological Studies; *Psychology; Sex Bias; Social Science Research; Two Year Colleges; Womens Studies
IDENTIFIERS- Raritan Valley Community College NJ

Although standard courses in psychology are offered each academic year at New Jersey's Raritan Valley Community College (RVCC), the psychology of women and gender has yet to be incorporated into the curriculum. The psychology of women developed with the emergence of the second wave of feminism, beginning with a critical analysis of psychology's study and treatment of women. Psychology's views on women were generally negative, and feminist criticism of it has focused on several theoretical and methodological biases related to the use of men as a norm and women as deviations and the invisibility of topics relevant to women's lives. A review of textbooks widely used to teach the psychology of women indicates that they share various themes that distinguish them from traditional psychological research. The feminist psychology approach values women and provides contextual validity to their lives, viewing gender as a lens through which each person experiences her world and examining the processes through which gender is constructed. At RVCC, a course has been developed for fall 1997 to incorporate this new research and critical analysis into the curriculum. A chart illustrating the incorporation of feminist psychology into the curriculum, a description of stages at which biases can influence the research process, and an outline of the Psychology of Women and Gender course are appended. (HAA)

ED 409 942 JC 970 406

Duncan, Noreen L.
An English Professor Considers Mathematics.
PUB DATE- Jun 97
NOTE- 13p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 970 402.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Ability; College English; Community Colleges; *English Instruction; *Mathematical Aptitude; Role of

instructional duties) service. Advisory duties and responsibilities of the District tenure committee are then identified, focusing on representation from different departments and terms of appointment, and the following tenure evaluation criteria are presented: (1) evidence of superior job performance; (2) professional responsibilities; (3) evidence of professional growth; and (4) professional service to the community and state. The tenure review process is then examined, including the orientation of new probationary faculty, annual evaluations, progress reports, workshops for the tenure committee and procedures for recommending tenure to the President, and written appeals in the event of denial of tenure. Finally, procedures are reviewed for handling tenure packet materials from candidates recommended for tenure and/or a sixth probationary year and issues of confidentiality are discussed. (TGI)

ED 409 960   JC 970 424

Holton, James M.
Frederick Community College Transfer Tracking System and Successful Transfer Survey, Volume III, Fall 1994-Spring 1996.
PUB DATE- Mar 97
NOTE- 61p.; For Volumes I and II, see ED 380 152-153.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Articulation (Education); *College Outcomes Assessment; *College Transfer Students; Community Colleges; Longitudinal Studies; Participant Satisfaction; Program Effectiveness; Student Attitudes; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Frederick Community College MD

The Transfer Tracking System at Maryland's Frederick Community College (FCC) is designed to monitor the effectiveness of the college's transfer function by keeping track of student requests for transcripts to be sent to other institutions. Using this system, a study was undertaken at FCC to determine outcomes for the college's transfer function for fall 1994 to spring 1996. In 1994-95, 2,174 transcripts were requested and 430 students were confirmed as having transferred, while 2,509 transcripts were requested and 466 students enrolled in 1995-96. For 1996, FCC's transfer rate was calculated at 39% based on the number of students who indicated an intent to transfer, earned at least 12 credits in unduplicated credit enrollment, and transferred successfully. Finally, averaged findings from surveys conducted of transfers from 1990 to 1996 included the following: (1) the average age of transfer students was 25.1, compared 28.8 for all FCC students, and only 5.7% were minorities, compared to 12.2% of FCC students; (2) 96.4% of the transfer students were satisfied or very satisfied with the transfer process, compared to 84.6% for academic advising and 77.2% for specific transfer advising; and (3) 49.2% of the students reported losing no credits in transfer, while 83% reported losing less than seven. Data tables, a list of courses that were reported as not transferring, and student comments to open-ended questions are attached. (TGI)

ED 409 961   JC 970 425

McIntyre, Chuck
SCUP 32: Comprehensive Enrollment Management.

educational attainment. Fifty-eight families including 61 children, most of whom were 2 or 3 years of age, participated. During the intervention, parents learned an interactive style of reading with their children. Through interviews and pre- and post-intervention assessments, the study measured the parents' interest in the program, determined if the program actually increased home literacy, and if the child's language skills were improved. Results indicated that the program was welcomed by both communities in which it was offered. Following the intervention, parents reported that their children enjoyed reading more and read more on a regular basis. The parents also reported that their child's cognitive and linguistic skills had improved. The study offered suggestions to adapt this reading program to other areas. (Includes a sample of the questionnaires used to poll the parents and a copy of a blank certificate of excellence for participating children. Contains 73 references.) (DCP)

ED 409 979 PS 025 532

Ford, Michael P.
Descending the Tower: Lessons Learned in a First Grade Classroom.
PUB DATE- 28 Mar 97
NOTE- 11p.; Paper presented at the Annual Meting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Curriculum Development; *Elementary School Teachers; *Grade 1; Higher Education; *Holistic Approach; Participant Observation; Personal Narratives; Planning; *Preservice Teacher Education; Primary Education; Profiles; Student Centered Curriculum; Teacher Role; Teaching Methods; *Theory Practice Relationship; Time on Task
IDENTIFIERS- Job Shadowing

In light of concerns that previous staff development projects did not truly capture life in the classroom, and that there may be a gap between one's previous elementary and current university teaching experiences, a teacher educator used a semester sabbatical to shadow six first-grade teachers in order to inform thinking and practice in teaching young children. The observations took place in six schools, ranging from a small satellite rural school with one teacher per grade level to a racially mixed district drawing students from suburbs and urban housing projects. One teacher was shadowed in each school for 2 to 3 weeks; the balance between participation and observation varied among classrooms. Data obtained through field notes, a daily journal, lesson plans, work samples, and photographs of classroom activities were used to develop classroom profiles. Results revealed three key issues affecting thinking as a teacher educator. The first issue involved six key principles that were identified as fostering engagement in regular classrooms within holistic instructional models: (1) preparation; (2) physical closeness; (3) inherently engaging content; (4) including all voices in classroom activities; (5) paper and pencil structures, such as story wheels; and (6) using a paper trail to more closely monitor engagement. Second, preservice teachers should realize that instruction needs to be learner-centered; teacher intervention is needed to maximize the value of holistic routines. Third, the lack of information texts at appropriate levels contributes to the difficulty of

ED 409 996 PS 025 606

Oklahoma Kids Count Factbook, 1995.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 269p.; For 1996 Factbook, see ED 403 994; for 1997 Factbook, see PS 025 632.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; *Children; Counties; Crime; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Family (Sociological Unit); Infants; Mortality Rate; Racial Differences; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; *Well Being
IDENTIFIERS- *Oklahoma

This Kids Count report details county and statewide trends in the well-being of Oklahoma's children. The statistical report is based on eight indicators of child well being: (1) percent low birthweight infants; (2) infant mortality rate; (3) births to unmarried teens; (4) child abuse and neglect rates; (5) child death rate; (6) children living in poverty; (7) high school dropout rate; and (8) juvenile violent crime. Chapter 1 of the report presents demographic trends over the past 10 years for Oklahoma's child population. Statewide and county demographic information presented includes children in rural and urban areas, racial background, and percent in single parent families. Chapters 2 through 9 present trends for each of the benchmarks. Each benchmark is defined, state and county trends are presented, racial differences are discussed if present, and some attempts to alleviate the problem are discussed. Results indicate that although there have been improvements since the mid-1980s in the infant mortality rate, child mortality rate, and high school dropout rate, there have been increases since the mid-1980s in low birthweight infants, births to unmarried teens, child abuse and neglect rate, children living in poverty, and juvenile violent crime. The report's final chapter presents methodology, sources, and acknowledgments, and describes the Kids Count Project. (KDFB)

ED 409 997 PS 025 607

Eder, Sandra
Marketing a Resource and Referral Resource Room to Child Care Providers and Parents.
PUB DATE- 97
NOTE- 55p.; Master's Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Caregivers; Early Childhood Education; Information Seeking; Information Services; *Information Sources; Library Materials; *Marketing; Parent Materials; Parents; Program Effectiveness; *Resource Centers; Resource Materials; World Wide Web
IDENTIFIERS- *Resource and Referral Service

Recognizing the importance of providing parents and child care providers with current information on early childhood

NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Abuse; Child Neglect; *Children; *Crime; Drinking; Dropout Rate; Drug Use; Family (Sociological Unit); Family Violence; Mass Media Effects; Out of School Youth; Poverty; Prevention; School Safety; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Victims of Crime; *Violence; *Well Being; *Youth Problems
IDENTIFIERS- Arrests; *Child Safety; Indicators; *Missouri; Witnesses to Violence

Recognizing increasing concerns about rising youth-related crime in Missouri, this Kids Count report on children and violence examines the impact of community and family violence on young perpetrators and victims, and explores characteristics of successful programs to prevent or reduce family and community violence in Missouri. Data suggest that youth violence is associated with high poverty areas, drug and alcohol use, and the volume of violence in mass media. Schools face a growing challenge in meeting students' educational needs as problems of violence spill over into classrooms. Successful violence prevention programs, while diverse in activities, methods, and leadership structure, provide safe places to learn nonviolent coping skills, problem solving, assertiveness, and leadership. These programs need support and involvement of diverse community groups. The home remains the most dangerous place for children, with the number of families in which abuse or neglect has been substantiated increasing. There is a strong correlation between poverty and abuse/neglect rates. Parental characteristics correlated with abusive behavior include a punitive family of origin, substance abuse, immaturity, inability to delay gratification, inappropriate expectations for children, lack of child development knowledge, and social isolation. Successful programs to prevent or treat family violence build on individual strengths and address individual needs, connect families with support, services, and resources to meet basic needs, and recognize that violence is focused on gaining control over others. The report concludes that it is the responsibility of Missouri citizens to restore safety to children's homes and communities. (KB)

ED 410 013 PS 025 648

Harrison, Barbara; Revells, John
Early Childhood Report Study. Report No. 1.
PUB DATE- Jul 86
NOTE- 30p.; Report prepared for the Tri-Department on Early Childhood.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; Cultural Background; *Early Childhood Education; *Educational Needs; *Educational Policy; Employed Parents; Parent Participation; Program Development; Program Effectiveness; Program Evaluation; Special Education; Teacher Education
IDENTIFIERS- *Alaska; *Program Characteristics

A survey was conducted to determine demographic characteristics of existing early childhood education programs in Alaska. The survey was completed by 152 certified preschool programs and licensed out-of-home child care centers, representing 6,601

ED 410 030 PS 025 694

Pryor, Bonnie J.
The Home and School Connection.
PUB DATE- 2 Nov 96
NOTE- 10p.; Paper presented at the Kids Productions' Parenting Seminar (Millard West High School, November 2, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; Discipline; Family School Relationship; *Parent Child Relationship; *Parent Participation; Parent Student Relationship; *Parent Teacher Cooperation; *Parenting Skills; Student Problems

This paper, written by a school administrator to parents, discusses parents' role in creating a positive educational environment, from providing a structured home life to volunteering in their child's classroom. The paper begins by asserting that a primary cause of behavior problems in the classroom is parent-child relationships in which the child, rather than the parent, is dominant, thereby creating students who believe they should be the center of attention. Society's focus on instant gratification and working parents' guilt are also mentioned as contributors to behavior problems. The paper recommends sure, firm, and consistent discipline, inside the classroom and at home, as a way to raise children who are well-adjusted members of society and who display respect and concern for others. The paper then offers suggestions for supporting children's academic success, such as talking to children about their goals and the necessary steps to achieve them, teaching children empathy for other people, promoting assertiveness rather than aggressiveness, and being a good role model. Finally, the paper discusses parent participation at school, recommending ways parents can approach teachers about volunteering and tasks parents can do for schools. The paper concludes by noting that teacher-parent contact not only promotes good will between the two, but in most cases promotes a positive attitude in the child. (EV)

ED 410 031 PS 025 696

Bezruczko, Nikolaus
Links between Children's Clay Models and School Achievement.
PUB DATE- 97
NOTE- 67p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Age Differences; *Art Education; Childrens Art; Cognitive Development; Cohort Analysis; Comparative Analysis; *Elementary School Students; Grade 3; Kindergarten; Kindergarten Children; Longitudinal Studies; Mathematics Achievement; Piagetian Theory; Primary Education; Reading Achievement; Spatial Ability; *Visual Arts
IDENTIFIERS- Brain Development; Human Figure Drawing; Piaget (Jean); Vygotsky (Lev S)

Two studies examined the relationship between children's clay models and the children's concurrent school achievement, and compared a 6-year longitudinal record of achievement test scores for one cohort of students at schools that did or did not provide visual arts instruction. Participating in Study 1

Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 9 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 9 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health and Personal Life Skills"; (8) "Complementary Courses," including Career and Technology Studies, Fine and Performing Arts, and Languages Other Than English; and (9) "French Immersion." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 410 050 PS 025 730

Curriculum Handbook for Parents, 1997-1998. Catholic School Version. Grade 1.
PUB DATE- 97
NOTE- 36p.; For other handbooks in the "Curriculum Handbook for Parents, Catholic School Version" series, see PS 025 731-738.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; Fine Arts; Foreign Countries; *Grade 1; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Primary Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 1 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate when they have completed the Grade 1 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education";(3) "Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Physical Education"; (8) "Health"; (9) "Fine Arts"; and (10) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 410 051 PS 025 731

Curriculum Handbook for Parents, 1997-1998. Catholic School Version. Grade 2.
PUB DATE- 97

ED 410 069 PS 025 766

Schweiker, Karyn E.
The Emergent Literacy Teacher and Parental Reading at Home.
PUB DATE- Feb 94
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Sarasota, FL, February 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Emergent Literacy; Librarian Teacher Cooperation; *Parent Participation; *Parent Teacher Cooperation; Parents; *Reading Aloud to Others; Reading Instruction; Story Reading; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS- Reading Behavior

This study explored if and how the beliefs of emergent literacy teachers influenced their facilitation of parental reading at home. Due to the extent and findings of current research on the importance of parental reading in children's emergent literacy, one might expect that emergent literacy teachers would be cognizant of this knowledge and want to promote parental reading and proper interaction. Twenty emergent literacy teachers were surveyed concerning their promotion of parental reading, and based on this data, one teacher was selected for a follow-up case study. Results of the survey showed that all 20 teachers believed that parental reading at home was important to their emergent literacy programs; however, teachers' access to their school libraries was poor, and 8 out of the 20 teachers had no method at all for encouraging parental reading to children. The teacher selected for the case study had a very active program to encourage parental reading, including sending books home with children each night and recording what was read to them and by whom. She also contributed to parent education about reading aloud by providing literature to parents on the importance of reading to their children. (Contains 14 references.) (EV)

ED 410 070 RC 020 361

Native Aging Visions: A Resource for Native Elders. Volume 1, 1994-97.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, DC.
PUB DATE- 97
NOTE- 31p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Alaska Natives; American Indian Education; American Indians; Cultural Awareness; *Gerontology; Hawaiians; Health Programs; Health Services; Higher Education; Information Dissemination; *Older Adults; *Professional Training; Research Projects; Social Services; *Technical Assistance
IDENTIFIERS- *Native Americans

This volume of newsletters reports on the activities and research projects of the National Resource Center on Native American Aging located at the University of North Dakota, Grand Forks. The Center studies health issues and access problems facing American Indian, Alaska Native, and Native Hawaiian elders. Specifically, the resource center was developed to provide training and technical assistance to health and social service professionals who work with Native American elders; to conduct research on pertinent Native American elder issues; to facilitate training programs regarding curricular sensitivity and which embodies the opposite characteristics. Gypsy parents often oppose school because of a history of forced assimilation, adverse effects on children's upbringing, and interference with traditional nonformal education. A chapter on schooling presents an overview of various educational strategies aimed at Gypsy children and suggests ways of moving toward multiculturalism in school. The final chapter contains reflections and suggestions for actions to improve intergroup relations. (TD)

ED 410 086   RC 021 113

Gregg, Soleil; And Others
The Telecommunications Act of 1996: A Guide for Educators. Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Eligibility; Federal Legislation; Federal State Relationship; *Financial Support; Government School Relationship; Internet; Libraries; Public Policy; *Rural Schools; School Districts; *State Agencies; *State School District Relationship; *Telecommunications
IDENTIFIERS- *Access to Services; *Telecommunications Act 1996; West Virginia

West Virginia has been pursuing an approach to connecting students to the information highway that mirrors the model envisioned by the Telecommunications Act of 1996. This policy brief aims to help schools and state agencies understand the discounts provided by the Act. U.S. Senator Jay Rockefeller explains the provisions of the Snowe-Rockefeller-Exon-Kerrey Amendment that provides discounts to schools and hospitals for telecommunications hardware and services. State Superintendent of Schools Hank Marockie explains how departments of education can help school districts take advantage of the discounts. State Senator Lloyd Jackson enumerates ways that state government should coordinate agencies to assist schools and libraries in getting the discounts. Vice-president of Bell Atlantic-West Virginia, Ritchie Ireland, offers nine principles to help state and local agencies work with telecommunications providers. Consumer advocate Billy Jack Gregg describes the role that state public utility commissions play in telecommunications discounts and how state and local education agencies can work with them. Craig Howley of the ERIC Clearinghouse for Rural Education and Small Schools identifies seven issues facing rural schools, and suggests six steps rural school administrators can take to implement the Act. Billy Jack Gregg and Soleil Gregg give brief explanations of the discounts, types of services covered, eligibility, and the application process and requirements. The school discount matrix and 11 on-line telecommunications resources are included. (TD)

ED 410 087   RC 021 118

Cook, Peggy J.; Mizer, Karen L.
The Revised ERS County Typology: An Overview. Rural Development

grading in comparison to more relational components of this program. Ethnic self-esteem data suggests higher self-esteem among African American than Hispanic participants. Issues of socialization such as matched gender and ethnic role models are minimized by the participants. Contains 25 references. (DDR)

ED 410 107 SE 060 482

Bishop, Joyce Wolfer
Middle School Students' Understanding of Mathematical Patterns and Their Symbolic Representations.
PUB DATE- Mar 97
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Concept Formation; Educational Strategies; Junior High Schools; Knowledge Representation; Learning Strategies; *Mathematics Curriculum; Mathematics Instruction; Middle Schools; Models; *Problem Solving
IDENTIFIERS- Middle School Students; *Patterns (Mathematics)

This study explores seventh- and eighth-grade students' thinking about mathematical patterns. Interviews were conducted in which students solved problems about sequential perimeter and area problems modeled with pattern blocks and tiles, generalized the relationships related to the patterns and represented the relationships symbolically, identified other valid symbolic expressions of the pattern, and encountered equation-evoking situations. Research questions pertained to the strategies middle school students use to reason when solving pattern problems, symbolic representations the students develop, the students' interpretations of symbolic representations, and the students' strategies for solving equation-evoking situations. The results of this study support the use of mathematical patterns to promote algebraic reasoning and provide descriptions of middle school students' reasoning as they engage in solving a specific type of pattern problem. Findings also suggest that experience exploring the relationships in sequential perimeter and area patterns may help students develop an appreciation for the meaning of expression. Contains 16 references. (DDR)

ED 410 108 SE 060 484

Keif, Malcolm G.; Stewart, Bob R.
Student Perceptions about Applied Mathematics.
PUB DATE- Mar 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; *Articulation (Education); *College School Cooperation; Course Content; Educational Strategies; High Schools; Higher Education; Learning Activities; *Mathematics Curriculum; *Student Attitudes; *Tech Prep
IDENTIFIERS- *Applied Mathematics; Missouri

Background information on the history and rationale for Tech Prep introduces the description of a study that examines the

14) with educational objectives and content listed. The final section addresses curriculum for the upper secondary school. A brief summary of a specialized course in science mathematics is also presented. (AIM)

ED 410 128 SE 060 943

McNeely, Margaret E., Ed.
Guidebook To Examine School Curricula. TIMSS as a Starting Point To Examine Curricula.
PUB DATE- Sep 97
NOTE- 190p.; Also included as a component of the multimedia resource kit "Attaining Excellence: TIMSS as a Starting Point to Examine..."; see SE 060 930.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Evaluation; *Curriculum Research; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Education; *Mathematics Materials; Program Content; *Science Curriculum; *Science Materials; Standards
IDENTIFIERS- *Third International Mathematics and Science Study

This guidebook sets forth five different methods for analyzing curricula. It is designed to be used primarily by teachers, curriculum supervisors, and administrators but may also be used by parents, students, and community members as they select materials for use in the classroom. The analytic methods are: (1) TIMSS Curriculum and Textbook Analysis; (2) National Science Foundation (NSF) Instructional Materials and Review Process; (3) American Association for the Advancement of Science's (AAAS) Project 2061 Curriculum-Analysis Procedure; (4) California Department of Education Instructional Resources Evaluation; and (5) Council of Chief State School Officers (CCSSO) State Curriculum Frameworks and Standards Map. These five methods were selected for this guidebook because each reflects a unique framework and/or set of standards. The selected methods vary in their depth of analysis, the time and resources necessary for implementation, potential uses, and the types of information and conclusions that can be obtained from each. All methods also focus on how instructional materials address the needs of diverse learners, including students with disabilities and second-language learners. (AIM)

ED 410 129 SO 025 352

When Justice Is Up to You. Celebrating America's Guarantee of Trial by Jury.
PUB DATE- 92
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Citizenship Responsibility; Constitutional History; Constitutional Law; *Court Role; Due Process; Instructional Materials; *Juries; *Law Related Education; Secondary Education; Social Studies; Teaching Guides
IDENTIFIERS- Bill of Rights; District of Columbia; Mock Trials; *United States Constitution

Featuring a mock trial tested in the District of Columbia, the

Hellstern, Melissa; Feldman, Jody
When Women Lead the Way. A Curriculum Promoting Good Citizenship and Encouraging Community Action.
PUB DATE- 96
NOTE- 70p.; This publication is the result of a collaboration of eight St. Louis women's organizations that celebrated significant birthdays during 1995 and 1996. Accompanying videotape on the volunteer organizations involved in the project not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship; Civics; *Community Action; Elementary Secondary Education; Law Related Education; *Local History; Local Issues; School Community Relationship; Social Problems; Social Studies; *State History; *Volunteers; *Womens Studies
IDENTIFIERS- Missouri (Saint Louis)

The purpose of this project is to teach students the relationship between volunteerism, good citizenship, and the continuing maintenance and enhancement of society through the examples of the volunteerism of great women community leaders in the St. Louis (Missouri) area. Each unit in the book contains a story or stories, vocabulary, and interdisciplinary activities. A video segment script accompanies each segment of the video used in the lesson. Each video segment is 6-7 minutes in length and accompanies each of the eight units. The units focus on the challenges facing the community and identifies outstanding women leaders involved in the issue. Topics and leaders include: (1) "Homelessness"--Marjorie Robins and Carol Duhme; (2) "Health"--Sr. Betty Brucker; (3) "Education"--Dolores B. Malcolm and Kathryn Nelson; (4) "Elderly"--Marylen Mann; (5) "Child Welfare"--Chris Chadwick; (6) "Art and Culture"--Mary Strauss; (7) "Justice"--Frankie Freeman; and (8) "Civil Rights"--Edna Fischel Gellhorn. A list of additional resources is included. (EH)

ED 410 151 SO 027 641

Shropshire, Stacey M.
U.S. Immigration: Creating a Human Tapestry from Prehistory to the Present. Self-Directed Study Units for Grades K-3 and 4-8.
PUB DATE- 94
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Autoinstructional Aids; Critical Thinking; Elementary Education; *Immigration; Instructional Materials; Interdisciplinary Approach; Learner Controlled Instruction; *Multicultural Education; Social Studies; Teaching Guides; *United States History; World History

The content of this book is divided into two complete units: unit 1 designed for K-3; and unit 2 for 4-8. Suggestions for adapting either of the levels to fit any individual classroom are included. The study unit provides opportunities for students to address aspects of immigration from historical perspectives, as well as examine future issues related to the topic. The unit emphasizes the use of higher-level thinking skills, and are interdisciplinary in content. Contains a three-page bibliography and learning center ideas. (EH)

ED 410 152 SO 027 702

Matthies, Susanna
Egyptians, Maya, Minoans. Learning Works Enrichment Series.
PUB DATE- 86
NOTE- 115p.; Illustrated by Beverly Armstrong.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; Art Activities; Foreign Countries; *Gifted; Independent Study; Instructional Materials; Intermediate Grades; Junior High Schools; Learning Modules; *Non Western Civilization; Social Studies; Teaching Guides; Thinking Skills; Units of Study
IDENTIFIERS- Egypt; Mayan Civilization; Minoan Civilization

The activities in this instructional resource book are designed to be used by gifted 4-8th grade students as independent research guides or in guided or cooperative learning environments. The activities are organized in three sections which focus the ancient civilizations of Egypt, Maya, and Minoa. The activities presented encourage development of higher-order thinking skills, with each activity coded to indicate the Bloom's taxonomy skill required for implementation and completion of the task. Each section includes bulletin and learning center ideas, a pretest and posttest, reproducible worksheets, detailed instructions for numerous activities, suggestions for additional correlated activities, and a worksheet answer key. (MM)

ED 410 173 SO 028 162

Ross, Annie; And Others
Life Expressions: West African Art in the Collection of the Seattle Art Museum. Art for the Individual. Art for the Community. Art for Gods and Spirits. Curriculum Resource Unit.
SPONS. AGENCY- General Electric Foundation, Ossining, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 190p.; Accompanying color slides not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *African Culture; Art; Art Activities; *Art Education; Clothing; Elementary Secondary Education; Foreign Countries; Instructional Materials; *Material Culture; Museums; Teaching Guides; Thematic Approach; Units of Study
IDENTIFIERS- *Africa (West); African Art; Cameroon; Ghana; Liberia; Mali; Masks; Nigeria; Religious Art; Textiles

This teacher resource packet, which includes 20 color slides with a descriptive script and comprehensive lesson guide, aims at engaging students in a study of the people, art, and culture of several West African nations, including the countries of Cameroon, Ghana, Liberia, Mali, and Nigeria. The packet, designed for use by general classroom teachers of K-12 students but adaptable for independent use, presents images of West African art objects in the Seattle (Washington) Art Museum permanent collection. The multidisciplinary unit is organized in 4 sections: (1) "Art for the Individual"; (2) "Art for the Community"; (3) "Art for Gods and Spirits"; and (4) a supplementary section of activities especially suitable for K-2 students. Fourteen individual lessons, given in the 3 major instructional units, focus on a slide image or on provided student handouts and worksheets. Each lesson is outlined with a

University of Memphis (Tennessee). The first presentation described the rationale for the course and how it fits into the overall curriculum for preservice teachers. The second presentation focused on teaching strategies used to meet the course objectives. These include: collaborative learning activities, reflective thinking experiences, introduction to the World Wide Web, field experiences with parents, workshops and simulated parent conferences, and panel discussions by parents and professionals. The third presentation discussed the assessment strategies used. Some of these are: significant questions developed and used as a barometer of progress, reflective thinking feedback sessions, workshop feedback sheets, pre-post assessments on students' perceptions of their ability to plan and implement programs for parents and families, and post semester reflective statements. Six examples of assignments, three examples of assessment strategies, and the course evaluation form are included. (Contains 17 references.) (ND)

ED 410 193 SP 037 449

Mitchell, Murray F.; And Others
An Analysis of Theory to Practice Consistency in Preservice Teacher Education.
PUB DATE- Apr 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Instruction; *Course Content; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Reflective Teaching; Teacher Attitudes; *Teacher Behavior; *Teacher Role; *Theory Practice Relationship
IDENTIFIERS- *Preservice Teachers

This study examined the relationship between formal program statements and actual practices in one sophomore class in a preservice teacher education program. Specifically, the study evaluated: possible inconsistencies between what is explicitly stated and what is actually done; whether such inconsistencies are intentional or unintentional, desirable or undesirable; and the role of self-reflection in improved practice. The content of the instructor's instruction was audiotaped and analyzed to identify issues and quantify episodes of instruction. A time analysis of topics was compared to formal course goals in the course syllabus and from written assignments. The instructor was also interviewed twice, before and after analysis of the formal documentation and audiotapes. While the results found some inconsistencies between espoused theories and theories-in-use, there was more consistency than inconsistency. Since the subject teacher was also one of the researchers, the study made this teacher more aware of her classroom behaviors. The project supports the idea that teachers need to think systematically about their practice and learn from their experiences.
(Contains 14 references.) (JLS)

ED 410 194 SP 037 450

Griesemer, Bonnie A.; And Others
Are Developmentally Appropriate or Traditional Teaching Practices Related to the Mathematics Achievement of General and Special

writing as a way to enhance one's personal and professional life. Finally, in "Simulations: Bridging the Gap between the Classroom and Real Life" Theodore J. Gourby describes five programs which use a common instructional technique--simulation realities. (ND)

ED 410 211 SP 037 471

Titus, Dale
Balancing Unity and Diversity; A Pedagogy of the American Creed.
PUB DATE- Feb 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Pluralism; *Curriculum Development; *Democratic Values; Educational Research; Elementary Secondary Education; Literature Reviews; Student Attitudes; Student Behavior; Teaching Methods; *Values Education
IDENTIFIERS- *Character Education; *Diversity Concept

This paper reviews relevant literature to glean lessons from past experience with values education in American schools that can be applied effectively in contemporary classrooms. The paper proposes that, through the judicious application of research, effective strategies can be integrated effectively into educational programs to teach tolerance, respect, and appreciation for diversity. Character education was part of the educational program of most American schools in the early the 20th century, though it had disappeared by the 1950s. A revival of character education during the 1960s focused on two morally neutral programs--values clarification and moral reasoning. Research into the effectiveness of both programs indicates that they had some effect on student thinking but not on student behavior. Recent revival of interest in teaching values and character education focuses on core citizenship values from the perspective of both student and teacher. It appears too that character education is more effective at the elementary than at the secondary level and that democratic values are taught through process as much as content. Finally, 13 effective strategies for teaching democratic values are suggested, including: educate the whole person by focusing on student knowledge, behavior, and feelings; communicate clear, consistent, sincere, high expectation for all students; be a good role model through positive personal example; and involve peers, parents, and community. (Contains 29 references.) (ND)

ED 410 212 SP 037 472

Titus, Dale N.
Transformation of Russian Education: Decentralization, Differentiation, Democratization, Humanitarization.
PUB DATE- Mar 97
NOTE- 10p.; Paper presented at the Annual Conference of the Association of Supervision and Curriculum Development (Baltimore, MD, March 24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

recommendations are provided to help education officials determine the practical concerns of standards-based education. The following questions are explored: (1) where will the education community get the standards; (2) who will set them; (3) that types of standards should be included; (4) in what format will these standards be written; (5) at what levels will benchmarks for the standards be written; (6) how should the benchmarks and standards be assessed; (7) how will student progress be reported; and (8) for what things will students be held accountable? The establishment of educational standards can have a great impact on local school systems if questions like these are addressed. (Contains three references.) (SLD)

ED 410 231 TM 026 237

Helberg, Clay
Pitfalls of Data Analysis. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Causal Models; Comparative Analysis; *Data Analysis; *Error of Measurement; Research Design; Research Methodology; *Research Problems; Sampling; *Statistical Bias; Statistical Significance; *Statistics; Test Results; *Validity
IDENTIFIERS- *Accuracy; ERIC Digests

Abuses and misuses of statistics are frequent. This digest attempts to warn against these in three broad classes of pitfalls: sources of bias, errors of methodology, and misinterpretation of results. Sources of bias are conditions or circumstances that affect the external validity of statistical results. In order for a researcher to make legitimate conclusions about the specified population, two characteristics must be present in the sample: representative sampling and valid statistical assumptions. There are number of ways that statistical techniques can be applied incorrectly, and these errors in methodology can lead to invalid or inaccurate results. Three of the most common are designing experiments with insufficient statistical power, ignoring measurement error, and performing multiple comparisons. There are also a number of problems that can arise in the context of substantive interpretation. These problems usually involve determining the significance of findings, avoiding confusion between precision and accuracy, and unraveling the causal relationships among variables. Paying attention to these sources of difficulty can allow the presentation of information in the clearest way possible. (Contains six references.) (SLD)

ED 410 232 TM 026 238

Daniel, Larry G.
Kerlinger's Research Myths. ERIC/AE Digest Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

(055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; *Cheating; *Computer Assisted Testing; Elementary Secondary Education; Higher Education; *Photographic Equipment; Plagiarism; *Proctoring; *Technological Advancement; Test Construction; *Testing Problems
IDENTIFIERS- *Test Security; Theft Detection System

Technology has provided the public with the ability to steal the contents of multiple examinations in a short time period and at minimal cost. No examination is safe from compromise, and the only variable is the extent and sophistication used to bring about the compromise or theft. With the easy availability of micro-video equipment, audio recorders, and still cameras, the traditional methods are essentially archaic. Available technologies that are described are: (1) still cameras in small sizes; (2) audio recorders and transmitters; (3) video cameras, recorders, and transmitters; (4) electromagnetic spectrum interception; and (5) miscellaneous measures, such as the ultraviolet pen and pages. Electronic countermeasures are available, but the most economical and easy to implement countermeasures are through proctors and staff trained in effective observation skills and controlling the exposure of the examination. Computer testing, which had been regarded as a way to ensure examination security, is actually at least as vulnerable as paper and pencil testing. (SLD)

ED 410 250 TM 027 006

Karrqvist, Christina; Oquist, Oscar
Evaluating an Innovative Program through the Problem-Solving Test in the Swedish National Assessment Programme 1992.
PUB DATE- Apr 94
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). For related document, see TM 026 977.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Critical Thinking; Educational Assessment; Educational Improvement; Educational Innovation; Evaluation Methods; Foreign Countries; Grade 9; *High School Students; High Schools; National Curriculum; *National Programs; *Problem Solving; Student Attitudes; Student Evaluation; *Test Construction; Thinking Skills
IDENTIFIERS- *Sweden

A program for national educational evaluation was established in Sweden in 1989. In 1992, a second data collection was carried out. The program is designed to serve national and local purposes of evaluation. One concept that has been emphasized strongly is an "explorative way of working." Evaluating an explorative way of working is a complex problem that has been addressed through a problem-solving task. A test of this approach was conducted in 1992 with 51 classes of ninth graders divided into 239 groups of 4 to 5 students. Students were asked to solve a problem involving acidification and their problem solving approaches and results were studied. Half the groups kept to the problem but the other half expanded their focus, showing a lack of stringency and concentration. Forty percent of the groups did not make any penetrating study to answer any of the posed questions. Twenty-five percent of the groups followed their own plans and treated only the questions they planned to address. Students showed little independence in relation to their information sources, and barely half of the

A problem frequently confronted in item response theory (IRT) applications is that the item parameters calibrated using more than two independent samples of subjects must be expressed on the same scale. The existing methods were developed for a pairwise transformation, that is, from one scale to the other. The purpose of this study is to introduce a common scale transformation method that can simultaneously find a vector of transformation functions for placing the parameter estimated from two or more item pools on a specified common scale. Two examples are presented to illustrate the usefulness of the method. The first is from 2 forms of a mathematics test administered to nonequivalent groups of examinees (1,637 and 1,636 examinees). The second used the item parameter estimates of the 11 common items for the first item pool of the first study. The proposed common scale transformation method provides an alternative approach for solving the problem of incompatible IRT-parameter estimates calibrated with two or more independent samples of subjects. (Contains 2 tables and 11 references.) (Author/SLD)

ED 410 269 TM 027 065

Adopted Performance Standards. Certificate of Initial Mastery.
PUB DATE- 19 Sep 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Change; Elementary Secondary Education; English Instruction; Literature Appreciation; Mathematics Achievement; *Performance Based Assessment; Reading Achievement; Speech Instruction; *Standards; *State Programs; *Test Construction; Test Use; *Testing Programs; Writing Instruction
IDENTIFIERS- *Certificate of Initial Mastery; *Oregon

The Performance Standards of the Oregon Certificate of Initial Mastery are described and discussed. Performance standards define how well students must perform on classroom and state assessments that lead to Oregon's Certificate of Initial Mastery. Students must complete classroom and state assessments that show what they know and can do in required subject areas. The state assessments will be phased in for this new assessment system, beginning with English and mathematics state tests in 1996-97. School districts must be ready to implement the Certificate of Initial Mastery by the 1998-99 school year, with the program phased in until 2003. In this document, performance standards are described for: (1) reading and literature; (2) writing; (3) speaking; and (4) mathematics. Sample questions are given for different grade levels. (SLD)

ED 410 270 TM 027 066

Snapshot '95. 1994-95 School District Profiles.
PUB DATE- 96
NOTE- 780p.; For the 1996 edition, see TM 027 067.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Educational Finance; *Elementary Secondary Education; *Public Schools; *School Districts; *School Personnel; State Programs; *Student Characteristics; Tables (Data); Taxes
IDENTIFIERS- *Texas

Cooper, Joanne; And Others
Using Peer Debriefing in the Final Stage of Evaluation with Implications for Qualitative Research: Three Impressionist Tales.
PUB DATE- Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; Data Collection; Evaluation Methods; *Evaluators; Organizational Objectives; *Peer Evaluation; Program Evaluation; *Qualitative Research
IDENTIFIERS- *Debriefing

This paper discusses the use of peer debriefing to assist evaluators in their efforts to address project-end dilemmas and presents the implications of findings in this area for program evaluators and qualitative researchers. Peer debriefing has been defined as the process of exposing oneself to a disinterested peer to explore aspects of the inquiry that otherwise might remain only implicit in the inquirer's mind. In the past, peer debriefing has been used chiefly in the data gathering stage of qualitative research analysis. This paper considers its use in the final stages of a program evaluation, specifically in the evaluation of a curriculum in a large state university. The experiences of the peer debriefer, the principal investigator of the evaluation, and the evaluation project director are presented as first-person accounts. Their reactions indicate that the chief usefulness of peer debriefing seems to be its use in clarifying questions of role, whether it is used in data collection or as a study ends. Issues of gender, power, organizational politics, and the use of expertise are likely to appear as a study is ending, and peer debriefing is worthwhile in deciding how to interpret and use evaluation findings. (Contains 20 references.) (SLD)

ED 410 288 TM 027 127

Hanson, Bradley A.; Feinstein, Zachary S.
Application of a Polynomial Loglinear Model to Assessing Differential Item Functioning for Common Items in the Common-Item Equating Design. ACT Research Report Series 97-1.
PUB DATE- Mar 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Equated Scores; *Item Bias; Scores; Test Construction; *Test Items
IDENTIFIERS- *Common Item Equating; *Log Linear Models; Logits; Polynomial Regression Models

Loglinear and logit models that have been suggested for studying differential item functioning (DIF) are reviewed, and loglinear formulations of the logit models are given. A polynomial loglinear model for assessing DIF is introduced that incorporates scores on the matching variable and item responses. The polynomial loglinear model contains far fewer parameters than loglinear models which treat the matching variable and item response as nominal. Compared to logit models that have been presented for investigating DIF, the polynomial loglinear model is easier to generalize to the case of more than two groups and more than two response categories, and can

Disc 1 contains a database of some 8,300 bibliographic records representing publications of the OERI-supported National Research and Development (R&D) Centers acquired and processed by ERIC across the 30-year period 1966-1997. Discs 2-31 contain digitized page images of the full text of the latest 5,000 (61%) of these documents. Disc 1 can be installed in a computer and the database searched in a variety of ways. The search results then indicate on which of discs 2-31 the full text of the document of interest may be found. (SLD)

ED 410 307 TM 027 611

McDowell, Lena M.
Public Elementary and Secondary Education Statistics: School Year 1996-97. Early Estimates.
PUB DATE- Jul 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; Educational Trends; *Elementary Secondary Education; *Enrollment; Estimation (Mathematics); Expenditures; High School Graduates; Income; *Public Schools; School Statistics; Tables (Data); Teacher Student Ratio; *Teachers; Trend Analysis

The estimates in this publication are key statistics reported before the close of the 1996-97 school year. They include the number of students in membership, teachers, and high school graduates for public elementary and secondary schools, and total revenues and expenditures for the operation of public elementary and secondary schools. The public school estimates consist of three kinds of data: preliminary actual counts for individual states; estimates derived by the states for the National Center for Education Statistics (NCES); and estimated values developed by the NCES using a combination of state-specific and national data. These data show that there were approximately 45.2 million students in the nation's public elementary and secondary schools in fall 1996, compared with 44.7 million in fall 1995. These students were taught by an estimated 2.6 million teachers in this school year. Student enrollment and teacher count data yield student-to-teacher ratios of 17.2 for public schools for the 1996-97 school year. An estimated 2.3 million students graduated from public high schools in the 1995-96 school year, and an additional 2.4 million were expected to graduate in the 1996-97 school year. Revenues for public elementary and secondary education in fiscal year 1996 were estimated to be $285.5 billion, and they were expected to rise to approximately $229.1 billion in fiscal year 1997. The per-pupil expenditure for public education was anticipated to be $6,060 per student in membership for the 1996-97 school year. (Contains seven tables.) (Author/SLD)

ED 410 308 TM 027 612

Advances in Education Research. Volume 2, 1997.
PUB DATE- 97
NOTE- 154p.; For volume 1 (1993), see ED 363 625.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; Government Role; Higher Education; Individual Differences; Middle Schools; Prior Learning; *Problem Solving;

in kindergarten through third-grade classrooms through teacher training and the provision of related materials. This project is 1 of 31 sites participating in a federally funded demonstration. The degree of DAP implementation and teachers' efforts to foster parent participation were studied. In addition, the relationship of DAP to student achievement in reading and mathematics, and to classroom behavior (social skills, problem behaviors) was studied, and possible differences in relationships by students' ethnic backgrounds were explored. Two cohorts of children, 248 who entered kindergarten in 1992-93 and 280 who entered in 1993-94, and their families were studied. DAP-related training and classroom materials provided to teachers appeared to have had some impact on project classrooms, although the level of DAP implementation appeared to be quite modest and teachers in the comparison (not DAP) classrooms actually appeared to do more to foster parent participation. There was little evidence of a positive link between DAP and student achievement, but a strong test of this potential relationship was not possible. There was some evidence, although not strong and consistent, for a positive association between DAP and student classroom behavior. (Contains 4 tables, 3 figures, and 14 references.) (SLD)

ED 410 325 UD 031 814

Chiu, Ming Ming
Building on Diversity: A Moment-to-Moment Analysis of Students Collaboratively Solving Mathematics Problems.
PUB DATE- Mar 97
NOTE- 65p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; *Cooperative Learning; *Cultural Differences; *Diversity (Student); Educational Assessment; *High School Students; High Schools; Individual Differences; Interaction; *Mathematics Instruction; Models; *Problem Solving; Protocol Analysis; Teaching Methods

Differences among students can yield rich benefits as well as pose difficult problems during collaborative learning. Students can draw on diverse individual experiences to exchange information, to understand different expressions of shared commonalities, and to construct new possibilities jointly. However, they also face the potential pitfalls of entrenching themselves in opposition to different views, dismissing other perspectives as less important or valid, and misinterpreting others. To examine how individual actions create these benefits and problems, a three-dimensional space is defined, created from the dimensions of evaluation of the previous action (supportive, critical, or unresponsive), problem knowledge content (contribution, repetition, and null), and interactive form (command, question, and statement). Analysis of particular patterns of individual actions indicates how they create beneficial or harmful interactions. Three examples of conversations taking place during collaborative problem solving in an algebra class show how particular individual actions can facilitate or hinder students' collaborative learning. Educators can use a framework developed through this analysis as a collaboration and assessment tool to help students benefit from their individual experiences. (Contains one table, four figures, and eight references.) (Author/SLD)

IDENTIFIERS- *Association for Educational Communications Tech; Industrial Trainers

This document consists of 6 years of newsletters (eight issues) of the Industrial Training and Education Division (ITED) of the Association for Educational Communications and Technology (AECT). The ITED Newsletter maintains communication about professional matters within the Industrial Training and Education Division. This document contains newsletters for the following dates: Spring 1991, February 1992, March 1992, January 1993, March 1993, February 1994, January 1995, and January 1997. Topics covered include: awards to ITED interns; minutes of ITED board meetings; conference schedules; AECT issues; and articles on current topics relating to instructional design, distance education, information technology, focus groups, energy efficient computing, an addition to the AECT Code of Ethics, and the effect of computer use on eye health and vision. (SWC)

ED 409 884 IR 018 509

Koehler, T.; Trimpop, R.
Self Esteem and Self Reference in Computer Mediated Communication.
PUB DATE- 8 Dec 96
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (104th, Toronto, Ontario, Canada, December 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Foreign Countries; Group Dynamics; Higher Education; *Interaction Process Analysis; Intergroup Relations; Interpersonal Relationship; *Self Concept; *Self Esteem; *Social Behavior; *Social Influences; Undergraduate Students
IDENTIFIERS- Germany

This study focused on explaining the social character of text-based computer mediated communication (CMC), focusing on the outcomes of self esteem and "self reference." Subjects were 200 undergraduate students of a German university. Three perspectives of CMC were compared in this study: CMC as an impersonal situation, via mediated small groups, and as a hyperpersonal setting. Users of CMC report that the communication tends to be more direct and harder than face-to-face (ftf) interaction. Using Tajfel's Social Identity Theory (SIT) it was hypothesized that the computer-mediated communicators tend to have a greater self esteem. The second hypothesis tested is that CMC users tend to rely more on their own inner resources in forming opinions than on the opinions of others, (i.e. the ftf communicators). Results indicated that the CMC environment is not impersonal, although different from the ftf environment. CMC users were found to have greater self esteem and to be less dependent on the opinion, and less affected by the social influence of others. Four figures outline theoretical approaches of CMC, coupling of SIT and CMC use, expectations on self reference and self esteem in CMC, and statistics for self reference and self esteem. (Contains 14 references.) (AEF)

ED 409 885 IR 018 510

Moursund, David
Increasing Your Expertise as a Problem Solver: Some Roles of Computers. Second Edition.

Strategic Planning for Library Multitype Cooperatives: Samples & Examples. ASCLA Changing Horizons Series #1.
PUB DATE- 97
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Consortia; *Library Cooperation; Library Development; *Library Networks; Library Planning; Long Range Planning; Shared Library Resources; *Strategic Planning
IDENTIFIERS- *Multitype Library Networks; *Sample Reports

As interlibrary cooperation has proliferated in the last several decades, multitype library organizations and systems have emerged as important forces in librarianship. The need for thoughtful and organized strategic planning is an important cornerstone for the success of organizations of all sizes. Part of a project by the Interlibrary Cooperation and Networking Section of the Association for Cooperative and Specialized Library Agencies within the American Library Association, this book provides some of the needed definition, knowledge, and experience base to library cooperatives embarking on a strategic planning process. It draws on the existing experience base as it presents a range of sample planning documents drawn from the plans of 58 library cooperatives, networks, and systems. The book includes the following chapters: (1) Contents Pages; (2) Planning Process; (3) Values and Philosophy; (4) Visions; (5) Missions; (6) Environmental Analysis; (7) Goals, Objectives and Strategies; (8) Evaluation; and (9) Format, Design and Marketing (with sample graphics and web pages). Includes a reference list of the plans submitted, with address information for additional contact with the participating organizations. (SWC)

ED 409 903 IR 056 421

Mather, Becky R.
Creating a Local Area Network in the School Library Media Center. Greenwood Professional Guides in School Librarianship.
PUB DATE- 97
NOTE- 148p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Networks; Educational Technology; Elementary Secondary Education; Evaluation Methods; Grantsmanship; Guidelines; Information Networks; *Learning Resources Centers; *Library Automation; Library Development; Library Equipment; Library Funding; *Local Area Networks; *School Libraries; Staff Development
IDENTIFIERS- Technology Implementation

This hands-on practical guide contains all the information the network novice needs to plan, fund, create, and maintain a local area network (LAN) in the school library media center. Step-by-step nontechnical instructions and advice for creating an information network are presented in understandable format. The network novice is taken from dream to implementation, maintenance, and evaluation of a LAN. This comprehensive guide covers funding sources; tips for writing technology grants;

PUB DATE- 17 Apr 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Dropout Attitudes; *Dropout Characteristics; *Dropout Prevention; Dropout Research; *Enrollment Influences; Student Personnel Services; Student Problems; Two Year College Students; Two Year Colleges
IDENTIFIERS- Los Angeles Harbor College CA

In fall 1996, California's Los Angeles Harbor College instituted the use of a drop notice survey to notify instructors when students dropped their course. Students dropping a course checked off their reasons on a notice card, which was recorded for research and student service purposes and sent to the instructor within the day. In addition, the students were asked to complete a brief questionnaire regarding their reasons for dropping the class, what factors might have helped them stay enrolled, and which services they made use of at the college. During the first 4 weeks of fall 1996, 768 drop notices were processed, while an additional 1,563 were processed after 4 weeks but during the period for allowed withdrawals. An analysis of all 2,331 drop questionnaires completed indicated that financial reasons accounted for 37% of the withdrawals, while course related reasons, including content, teaching, difficulty, and falling behind in class accounted for another 34%. Family and personal problems such as illness accounted for 19% of the reasons, while no need for a class and other responses, including many students who were missing the prerequisite for the class, accounted for 15%. Finally, based on a sample of 500 forms, approximately 14% of the students had requested a student service. The drop notice form and response tables are appended. (HAA)

ED 409 924 JC 970 357

Grupas, Angela
Development of a Plan for Integrating Gender Communication Research and Women's Preferred Styles of Learning into the Public Speaking Course at St. Louis Community College-Meramec.
PUB DATE- Sep 96
NOTE- 363p.; Ed.D. Major Applied Research Project, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communication Research; Communication Skills; Community Colleges; Learning Strategies; *Public Speaking; *Sex Differences; *Speech Communication; Speech Curriculum; Speech Instruction; Two Year Colleges; *Womens Education
IDENTIFIERS- Saint Louis Community College at Meramec MO

In response to projected increases in enrollment in public speaking at Missouri's St. Louis Community College-Meramec, a project was undertaken to develop a plan for incorporating gender communication into the public speaking course. The first phase of the project involved a review of literature related to women in education and gender research, finding that men and women do possess different public speaking styles and that an androcentric bias exists in public speaking course content, textbook selection, and teaching strategies. The second phase involved an analysis of 92 public speaking textbooks and the instructional methods currently used in the college's communications classes. In the third phase a survey was

Education; Teacher Role; Thinking Skills; Two Year Colleges; *Writing Ability; *Writing Attitudes

There is a common belief that people have limited mental capabilities in that they are either good at English or mathematics, but not both. There is also a myth that men are naturally good at math, while women are not. But there are many good mathematicians who also write well. Also, good students appear to be good students, regardless of the subject matter. Most people who consider themselves non-mathematicians think mathematically, without knowing that they do. One of the common themes used by teachers of English is that learning to compose helps students learn to think. In producing good written language, they can, therefore, become logical thinkers since it is not sufficient in either English or mathematics to merely reproduce patterns of formal symbols or words. There is general agreement in the academic community today that good writing and mathematical ability are produced by students not when they are drilled with rules, but when they are engaged in the processes and practices of writing and mathematics. Teachers must both excite students to learn to love learning and take risks to learn new things outside of their disciplines. (HAA)

ED 409 943 JC 970 407

Kelton, Saul
On Assessing Philosophical Literacy.
PUB DATE- Jun 97
NOTE- 31p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 970 402.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Course Objectives; *Essay Tests; Evaluation Methods; Grading; *Multiple Choice Tests; *Philosophy; *Test Format; Test Validity; Two Year Colleges; *Writing Assignments

The goal of teaching philosophy is to develop philosophically literate students and to ensure that students develop philosophical literacy by design and not by chance. Perhaps the best method for teaching philosophy to beginning students is the public model, in which the practice of defending positions in the public arena forces students to become more self-reflective about their positions. Multiple choice exams can be an effective testing method for philosophy courses in that they can encourage students to think deeply about philosophical issues, test whether students can make conceptual distinctions, and help instructors handle grading with large classes and course loads. However, essay exams or written papers represent the best and most appropriate method for testing philosophical literacy. In addition to in-class essay questions on exams, out-of-class critical essay papers provide useful means of determining outcomes that are not dependent upon students' memory on a given test day. In an ideal grading mix, 20% to 25% of the final grade should reflect the students' scores on the final exam, 20% to 25% should reflect student scores on out-of-class writing assignments, and 0 to 20% should reflect the quality of a student's participation in classroom discussion and debates. Sample multiple choice questions are appended. (HAA)

ED 409 944 JC 970 408

PUB DATE- Jul 97

NOTE- 29p.; Paper presented at the Annual Conference of the Society for College and University Planning (Chicago, IL, July 12-16, 1997).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Planning; Community Colleges; Enrollment Influences; *Enrollment Management; *Enrollment Trends; *Environmental Scanning; Higher Education; Long Range Planning; Marketing; Models; Prediction; *Predictive Measurement; School Policy; Two Year Colleges

Comprehensive enrollment management (CEM) ensures that academic, student, and fiscal planning are done in concert in order to acknowledge the turbulence confronting an institution. A four-phase model of CEM has been developed that can be replicated at any college or university. In phase 1 of the model, the past 25 years of institutional enrollment patterns are "explained" through an examination of major tuition, fee, and financial aid policies; service area demographics and economics; and college budget, staffing, and curriculum. In phase 2, the model is modified to forecast future enrollments, while phase 3 involves connecting the forecast to a simulation model to determine possible results from college policies related to marketing, outreach, admissions, registration, and other efforts affecting first-time enrollments. Phase 4 then integrates enrollment management into a model of the entire institution to determine the effect of the enrollment management simulations on the institution's curriculum and budget. The following overheads from a demonstration of the model are attached: (1) a session outline; (2) the benefits of using models; (3) useful factors and methods for "explaining" enrollments; (4) enrollment forecasts through 2005 for Arizona's Maricopa County Community College District; (5) sample input and output measures for managing and adjusting enrollments; (6) and a sample database, planning variables, and simulations and scenarios for a fictitious college. (HAA)

ED 409 962 JC 970 426

McIntyre, Chuck

Community Colleges 2005.

PUB DATE- 16 May 97

NOTE- 30p.; Paper presented at the National Leadership Conference of the California Association of Latino Community College Trustees (Sacramento, CA, May 16-18, 1997).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Education; *College Planning; Community Colleges; *Educational Finance; Educational Quality; *Employment Projections; *Enrollment Trends; Financial Support; Labor Force Development; Long Range Planning; Population Growth; *Student Characteristics; Teacher Student Ratio; Two Year Colleges

IDENTIFIERS- California Community Colleges

Prepared to help develop a vision for California's community colleges into the 21st century, this report presents data on the colleges' performance up to 1996 and estimations of trends up to 2005. Data presented focus on the issues of student maintaining the balance between instructional content and process. (Contains 19 references.) (KDFB)

ED 409 980 PS 025 534

Chen, Ya-Mei
A Study of Kindergarten Teachers' Evaluation of Order-Managing Skills Used in Group Activities by Early Childhood Student Teachers in Taiwan.
PUB DATE- Mar 97
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Early Childhood Education; Foreign Countries; Higher Education; *Preschool Teachers; Research Needs; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS- Preservice Teachers; Taiwan

This study analyzed how Taiwanese kindergarten teachers evaluated events of various classroom management skills used by early childhood student teachers in group activities. The kindergarten teachers evaluated effectiveness, appropriateness, frequency of practicing similar skills themselves, and the need to modify any of the above. A questionnaire was completed by 207 female kindergarten teachers. Results indicated that 7 of the 20 order-management skill events were evaluated as "very effective" or "very appropriate," "frequently used by kindergarten teachers," and "need not be modified." The teachers greatly favored rewards over punishment and authority, and tended to emphasize the importance of "Music and Games." Based on the results, it was concluded that the student teachers needed to improve their speech skills, though these skills may improve with experience, and that kindergarten teachers who were at least 35 years old and had more than 5 years of teaching experience tended to disapprove of the methods used by the student teachers. It was recommended that a study be conducted to compare kindergarten teachers with different lengths of work experience, of different ages and workplaces, and who taught children of different ages; that order-managing skills used by beginning teachers be studied and compared to skills used by experienced teachers, by means of videotape; and that long-term development of order-managing skills be observed later among the same teachers participating in this study. (DCP)

ED 409 981 PS 025 544

A Handbook for Action.
SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.
PUB DATE- Jun 96
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Advocacy; Child Health; Child Welfare; *Children; Day Care; Delinquency; Dropouts; Early Parenthood; Education Work Relationship; Elementary Secondary Education;

education, care, and support, this practicum project evaluated the design and implementation of a 10-week strategy to market a child care resource and referral agency resource room to child care providers and parents. Observations, surveys, questionnaires, and interviews were used to document the low use of the resource room by staff and the lack of parent knowledge regarding the room's existence. The strategies used to market the resource room included creating a staff committee with diverse interests to take responsibility for marketing, maintaining, and displaying the resource room; informing parents about the resource room when they called the agency; marketing through media such as brochures, newsletters, and displays set up in community libraries or bulletin boards; and creating web pages to target corporate clients. Daily logs were used to record use of the resource room. Results suggest that the staff training was effective. Parents were informed about the resource when they called the service. Providers made great use of the room after they learned about its existence. Through marketing procedures, providers learned about new materials in the resource room and their utilization. They were likely to visit during newly extended hours. (Six appendices include the staff questionnaire, provider phone survey, resource center diagram, customer benefits, materials needed, and calendar implementation plan. Contains 11 references.) (Author/KB)

ED 409 998 PS 025 610

Kreppner, Kurt; Ullrich, Manuela
The Quality of Parent-Parent Communication in the Family and Its Impact on Adolescent Development.
PUB DATE- Apr 97
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adolescents; Caregiver Speech; Family Environment; *Family Life; First Born; *Interpersonal Communication; Longitudinal Studies; Parent Attitudes; *Parent Child Relationship; Parent Influence; *Parents; Puberty; Self Esteem; *Spouses
IDENTIFIERS- Adolescent Attitudes

This longitudinal study investigated changes and continuities in the quality of communication between parents during the period when the oldest child in the family passes through the transition from childhood to adolescence. Furthermore, possible links were explored between adolescents' differential assessments of the quality of relationship with their parents and the quality of communication between parents. Participants were 47 two-parent families with an adolescent child (age 11 at start of study, age 15 at end). Families were visited every 6 months over 3 and a half years. Adolescents judged the quality of the relationship with their parents and various aspects of self-esteem at each visit. Parental communication in structured situations was videotaped at the first, fourth, sixth, and eighth data collection points. Cluster analysis revealed three groups of adolescents who differed markedly in their judgments about the quality of their relationship with their parents. Differential analysis of the observed communication between parents showed clear links to adolescents' assessed relationship quality as well as to aspects of adolescents' self-esteem. In general, parental communication showed changes in children and 1,093 staff members. Data were tabulated for questionnaire responses on children's backgrounds, program history and demographics, staff members, teacher education, planned activities, and parent participation. The most notable feature of early childhood programs in Alaska was found to be the diversity in the programs. A need for additional resources was also noted. The design of child care programs appeared more likely to meet the needs of working parents than the design of preschool programs, and parents with children with special needs were likely to have difficulty finding appropriate placements for their children. Programs were designing their own staff development and training activities to fill in the gaps in higher education programs. The notable variety of programs suggest that public policy needs to be flexible enough to accommodate the diversity found within the state. (The Early Childhood Program Survey Questionnaire is appended.) (JPB)

ED 410 014   PS 025 651

Novick, Rebecca
Successful Early Childhood Education in an Imperfect World: Lessons Learned from Four Northwest Schools. Program Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 96
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *Change Strategies; Constructivism (Learning); *Culturally Relevant Education; *Early Childhood Education; Educational Change; Educational Innovation; Effective Schools Research; Emergent Literacy; Multicultural Education; Profiles; *Staff Development; Teaching Methods; Teamwork; Theory Practice Relationship
IDENTIFIERS- Alaska; Developmentally Appropriate Programs; Montana; Oregon; Washington

This report describes four innovative and culturally responsive early childhood education programs in Montana, Washington, Alaska, and Oregon. The introduction discusses developmentally appropriate early education and effective teaching practices. The report devotes one chapter to each site, with profiles and "close-ups" of selected classrooms presented from information gained through classroom observation, document review, and interviews with teachers and principals. Program components at the Cherry Valley Elementary School in Polson, Montana include the themes of literacy and caring, using teamwork to move toward developmentally appropriate practices, ongoing staff development, school-wide curricular change, an integrated problem-solving approach to learning, and family-school-community partnerships. The Helen Baller Elementary School in Camas, Washington emphasizes providing a safe, supportive place for children with exceptional needs, focusing on children's strengths, and developing a balanced curriculum. The Harborview/Capital Elementary School in Juneau, Alaska gives equal attention to children's social, emotional, and esthetic development along with logical/mathematical and verbal knowledge, and emphasizes a family-like atmosphere through multiage classrooms, multicultural awareness, and parent partnerships. The Mary Harrison Primary School in Toledo, Oregon uses a constructivist approach to promote literacy and problem solving skills, multiage grouping, and culturally responsive teaching, and uses dialogue to plan curricular were 201 kindergartners and third graders from 4 urban public schools matched on school characteristics and neighborhood demographics. Two schools offered some visual arts education supplementing basic skills instruction. One school emphasized arts learning including dance, drama, music, and visual arts. The fourth school did not provide any school arts program. Photographs of clay models were rated by 3 trained judges for 13 features such as height, shape, clarity, texture, and detailing. Ratings were compared between grade levels and visual arts emphasis in the schools. Nationally standardized student achievement scores on the Iowa Tests of Basic Skills were compared for art and non-art groups. Results indicated that art-trained children produced models more prominent in their degree of shaping, amount of detailing, and vertical position, but not expressive qualities. The art-trained, third grade models showed several significant positive correlations with standardized reading and math scores, which accounted for about 15 percent of total reading and math score variance. In Study 2, the Grade 6 reading scores for a 6-year longitudinal cohort of 414 children were examined and showed that art-trained children scored .63 standard deviation units above the overall mean. (The model rating scale is appended. Contains 98 references.) (Author/KB)

ED 410 032 PS 025 698

Minami, Masahiko
Narrative Styles of Japanese Mothers and Their Children.
PUB DATE- Sep 96
NOTE- 28p.; Paper presented at the Growing Mind Conference (Geneva, Switzerland, September, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Caregiver Speech; Child Development; Child Language; Foreign Countries; Interpersonal Communication; *Mothers; *Narration; Parent Child Relationship; *Personal Narratives; *Preschool Children; Preschool Education; Verbal Communication
IDENTIFIERS- *Japanese People; Japanese Speaking; Labov (William); Maternal Scaffolding; Vygotsky (Lev S)

"Scaffolding" refers to the temporary support that parents and others give a child to perform a task. In narrative contexts, children's speech is guided and scaffolded by mothers who initiate and elicit children's contributions about past experiences. Unfortunately, data on this phenomenon from languages other than English are very limited. To fill this gap, this study explored how maternal patterns of narrative elicitation relate to young Japanese children's developing narrative discourse skill. Personal narratives of 20 middle-class Japanese preschoolers, ages 4 and 5, and their mothers were analyzed using the Labovian approach (Labov, 1972). Also, using a speech act coding system (McCabe and Peterson, 1991), conversations between the same 20 mother-child pairs were analyzed to study differences in narrative elicitation between mothers of 4- and 5-year-olds. Results in terms of developmental patterns indicated that: (1) compared to adults, young children emphasized a temporal sequence of action with less emphasis on nonsequential information, especially orientation; and (2) although 4-year-olds gave proportionately less evaluation than adults, no differences were observed between 5-year-olds and adults. In terms of social interaction aspects, mothers of children of different ages were found to

NOTE- 37p.; For other handbooks in the "Curriculum Handbook for Parents, Catholic School Version" series, see PS 025 730-738.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; Fine Arts; Foreign Countries; *Grade 2; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Primary Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 2 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate when they have completed the Grade 2 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education";(3) "Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Physical Education"; (8) "Health"; (9) "Fine Arts"; and (10) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 410 052 PS 025 732

Curriculum Handbook for Parents, 1997-1998. Catholic School Version. Grade 3.
PUB DATE- 97
NOTE- 37p.; For other handbooks in the "Curriculum Handbook for Parents, Catholic School Version" series, see PS 025 730-738.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; Fine Arts; Foreign Countries; *Grade 3; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Primary Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies
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to Native American elders; and to develop a national dissemination strategy for training materials, research findings, and resource center activities. Newsletters consist of correspondence from the center's director overviewing center activities, profiles of resource center staff, information on upcoming conferences and training programs, descriptions of training and technical assistance programs developed by staff, and research projects initiated by resource center staff. Examples of training programs developed by staff include a geriatric leadership project and a cultural sensitivity training program. Research projects initiated by the center have examined the utilization of health care services among older Native Americans, the access and utilization of formal and informal caregiving services for older Native Americans, and the incidence of lower-extremity amputations among older Native Americans. (LP)

ED 410 071 RC 020 620

Hedlund, Dalva E.; Hine, Lynn Drumheller
The Teacher's Influence on Rural Adolescents.
SPONS. AGENCY- Department of Agriculture, Washington, DC.
PUB DATE- Aug 95
NOTE- 72p.; Support also provided by the New York State Rural Education Advisory Committee.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aspiration; Critical Incidents Method; Ethics; *High School Graduates; High Schools; Interviews; *Rural Education; Rural Youth; *Secondary School Teachers; Self Esteem; Teacher Expectations of Students; *Teacher Influence; *Teacher Student Relationship
IDENTIFIERS- *Student Perceptions of Teacher

Sixteen graduates of rural high schools were interviewed and asked to describe specific interactions with adults during their high school days that had significantly affected their thoughts about themselves or their future. Brief discussions examine the reasons that teachers have an impact on rural adolescents, what constitutes a "rural" teacher impact, the relationship between rural education and the rural community, and the importance of teacher actions in light of their professional responsibilities to young people. The interviewees' perceptions were grouped into five clusters, each of which was divided into positive or negative outcomes: learned values, life choices, self-esteem, academics, and social skills. Teacher actions were clustered into professional and relationship actions, each one divided into positive or negative outcomes. Results indicate that some teachers had tremendous influence on some students, and with one exception, all participants mentioned at least one teacher who had a positive influence on their life. Teachers seem to have a high probability of affecting academic motivation and performance, but there were relatively few examples of teachers affecting values, and these tended to be negative. Implications for professional ethics and teaching practice are discussed. Appendices include 14 references; interview results; and descriptions of participants by education, rurality of school, and gender. (TD)

ED 410 072 RC 020 632

McKerrow, Kelly
Advocacy and Ideology: Confrontation in a Rural School District.

Research Report Number 89.
PUB DATE- Dec 94
NOTE- 55p.; Maps may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classification; *Counties; Demography; Economic Research; Employment; *Employment Patterns; Geographic Distribution; Human Geography; Income; *Nonmetropolitan Areas; Poverty; *Rural Economics; *Rural Population
IDENTIFIERS- Economic Research Service

This report describes an expanded and revised version of the Economic Research Service's 1979 classification of nonmetro counties, commonly called the ERS typology. The classification has been widely used by researchers, policy analysts, and public officials as a source of information about the economic and social diversity characterizing rural America. The revised typology classifies counties designated as nonmetro in 1993 into one of six nonoverlapping types that indicate the county's primary economic activity: farming-dependent, mining-dependent, manufacturing-dependent, government-dependent, services-dependent, and nonspecialized. The revised typology also classifies counties according to five other overlapping types with special relevance for rural policy: retirement-destination, federal lands, commuting, persistent poverty, and transfers-dependent. This analysis focuses on the distributions of nonmetro counties across the types. Sections on each county type provide brief economic and sociodemographic profiles, including U.S. maps showing county locations, graphs tracing job growth in each county type versus national growth, and data tables. Appendices describe data sources and procedures and include 18 data tables on selected statistics by county type, including demographic characteristics, high school graduates and dropouts, income, employment, and poverty. Contains 21 references. (Author/SV)

ED 410 088 RC 021 119

Menchaca, Martha
The Mexican Outsiders: A Community History of Marginalization and Discrimination in California.
PUB DATE- 95
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Historical Materials (060), Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Laborers; Braceros; *Community Relations; Elementary Secondary Education; Ethnic Bias; *Ethnic Discrimination; *Ethnic Relations; Local History; Mexican American Education; Mexican American History; *Mexican Americans; Oral History; Politics; Racial Discrimination; Resistance (Psychology); *School Segregation; Social History; Strikes; Unions
IDENTIFIERS- *California; Hispanic American Students

Based on oral histories and archival documents, this book reconstructs the unwritten history of the Mexican-origin community of Santa Paula, California. This previously unwritten history contrasts sharply with the official version, which focuses on Anglo American accomplishments and excludes the area's earliest settlers and longest inhabitants--Native Americans and people of Mexican descent. This ethnographic account focuses on Mexican Americans' memories of perceptions of students enrolled in Applied Mathematics 1 and Applied Mathematics 2 courses which are based on the Center for Occupational Research and Development's (CORD) applied mathematics curriculum. The primary goal is to compare the perceptions of students in applied math and students in algebra 1 on mathematics as a school subject. Students (n=490) in four Missouri school districts participated in this study which employed a posttest-only control group design. Findings suggest that applied courses enable students to have positive perceptions of mathematics as a subject and provide a basis for students to develop an appreciation for the use of mathematics on the job. Teacher interviews also support the finding that students exhibit a renewed interest in mathematics following an applied math course. Contains 36 references. (DDR)

ED 410 109 SE 060 488

Zeiderman, Howard
Investigating Mathematics: The Touchstones Approach.
PUB DATE- 94
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Abstract Reasoning; Educational Resources; *Epistemology; Learning Strategies; *Mathematics Activities; Mathematics Curriculum; Metacognition; *Philosophy; Secondary Education; Teaching Guides; *Thinking Skills

The 16 units of this book are designed as textbook supplements to encourage students to think mathematically and as mathematicians. Each unit begins with an orientation session which raises general concerns that always occur within mathematical exploration. This is followed by a short, original text in which a mathematician creates a particular field of mathematics or a new approach to the entire subject. Each unit opens for investigation the fundamental issues and premises that textbooks, by nature of their particular task, presuppose. The investigations can be approached as a group or individually. The work in these units precedes the textbook development of the topics and addresses questions such as how certainty is achieved about beliefs, what it means to understand something, and the nature of the relationships among the different kinds of things that can be known. The texts contain information on the nature and meaning of numbers, metaphors in mathematics, mathematical aptitude, thinking mathematically, unprovable points, infinity, and logical equivalence. (DDR)

ED 410 110 SE 060 501

Blackwell, Frank F.
Structure and Form. Elementary Science Activity Series, Volume 2.
PUB DATE- 96
NOTE- 174p.; For a related document in the series, see SE 060 502.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Interdisciplinary Approach; *Mathematics Activities; *Science Activities; Teaching Guides; Thematic Approach

objective of this manual is to help students learn more about the constitutional guarantee of trial by jury. Prepared as five separate lessons, the manual examines one alternative to the jury system--trial by ordeal; traces the development of the guarantee of trial by jury; explores the jury selection process; describes and explains the characteristics of a trial and the role of juries; and provides information and materials for a mock trial, Vickers v. Hearst. Each lesson contains objectives, background information for teachers, activities and handouts for students, and an annotated bibliography. Appendices direct those interested in law-related education programs to additional sources of information. (TSV)

ED 410 130 SO 026 698

Harmon, Renee
The Beginning Filmmaker's Guide to Directing.
PUB DATE- 93
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acting; Editing; *Film Production; Higher Education; Photography; *Production Techniques; Scripts; Secondary Education; Special Effects; *Theater Arts; Visual Arts; Visual Literacy
IDENTIFIERS- *Directing (Theater); *Film Directors

This guide, intended as a manual for the beginning director, educational filmmaker, or film school student, provides instruction for attending to the progressive elements of cinematographic craft, from the initial idea to the screen. The guide examines the structure of the script, aspects of acting and working with actors, music and sound, camera angles, setups and moves, and editing techniques; while common myths about the cinematic field are dispelled. The book is organized in 4 parts. Part 1 includes an Introduction and chapters: (1) "The Director and the Screenplay"; and (2) "The Director and the Budget." Chapters in part 2 are: (3) "Motion Pictures: A Visual Art"; and (4) "The Fluid Camera." Part 3 presents (5) "The Director and Actors"; and (6) "Dialog". The last section discusses (7) "Postproduction"; (8) "Equipment"; and (9) "Special Effects." Suggested readings and an index conclude the book. (MM)

ED 410 131 SO 027 229

Cheyney, Arnold B.; Capone, Donald L.
The Map Corner.
PUB DATE- 83
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cartography; Elementary Education; Geographic Location; *Geography; Geography Instruction; Instructional Materials; *Locational Skills (Social Studies); Maps; *Social Studies

This teaching resource is aimed at helping students develop the

Smith, Peter J.
The History of American Art Education: Learning about Art in American Schools. Contributions to the Study of Education, Number 67.
PUB DATE- 96
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Aesthetic Education; *Art Education; Discipline Based Art Education; *Educational History; Elementary Secondary Education; Females; Sex Bias; *Visual Arts
IDENTIFIERS- Cizek (Frank)

This document examines some of the currents, figures, and moments in U.S. art education. The text is organized in 12 chapters: (1) "The Beginnings of Education in the Visual Arts in America"; (2) "The Dismissal of Walter Smith: Historiographic Explanation, the American Art Scene, and Visual Arts Education in the Late Nineteenth Century"; (3) "Germanic Influences"; (4) "Franz Cizek and the Elusiveness of Historical Knowledge"; (5) "American Attempts to Democratize Art: Picture Study"; (6) "American Women in Visual Arts Education: Outstanding Leaders and the Interaction between Gender Bias and Art's Status"; (7) "A Charismatic American"; (8) "Gender and the History of Visual Arts Education: Survival and Disappearance"; (9) "Of Women and Art Education: Roles of Importance"; (10) "A Colossus of Sorts"; (11) "The Post-Lowenfeld Era: Radical Dissent and Thoughtful Revisionism"; (12) "From Aesthetic Education to Discipline-Based Art Education: Intellectualizations and Confusions." Contains approximately 20 pages of references and an index. (MM)

ED 410 153 SO 027 712

Qualley, Charles A.
Safety in the Artroom.
PUB DATE- 86
NOTE- 120p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accident Prevention; Art Education; *Art Materials; Elementary Secondary Education; Hazardous Materials; Legal Problems; *Safety; Safety Equipment; *School Safety
IDENTIFIERS- Legal Information

This book provides information about health and safety hazards in art classrooms. The book outlines a practical plan for an art room safety program. It includes recommendations for providing protective equipment and enlisting students' active participation. Included are sample worksheets and checklists, explanations of legal liability, and suggestions for winning the cooperation of administrators and parents. In each of the three parts of the book, potential problems are identified and solutions suggested. The chapters in part 1, "Overview: Problems and Answers," encourage teachers to become aware of potential hazards and take preventative measures to avoid injuries, accidents, or adverse reactions to materials. Part 2, "A Closer Look," offers detailed information about specific health hazards, safety hazards, and hazards of common art activities. Part 3, "Curriculum and Legal Concerns," looks at summary, a goal, and objectives and begins with information for the teacher to study and present. Suggested discussion questions follow. Student activities are suggested and reproducible handouts, including photographs, are given. A concluding section contains a slide list and bibliography. (MM)

ED 410 174 SO 028 163

Loudon, Sarah M.; Liu, Lucy
Out of the East Horizon: Chinese Art from the Seattle Art Museum. Curriculum Resource Unit.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 88
NOTE- 105p.; Audiotape and color slides not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Art; Art Activities; *Art Education; *Chinese Culture; Elementary Education; Foreign Countries; Foreign Countries; Instructional Materials; Manuscript Writing (Handlettering); Museums; Music; *Painting (Visual Arts); Poetry; Teaching Guides; Thematic Approach; Units of Study; Written Language
IDENTIFIERS- Brush Painting; *China; *Chinese Art; Chinese Music; Chinese Poetry; Chinese Scholars; Papermaking

As the artistic and intellectual elite of their society, Chinese scholars had to be educated in a number of fields including music, poetry, painting, and calligraphy. This teacher resource packet, which includes an audiotape and 16 color slides with a descriptive script and comprehensive lesson guide, examines some of the arts associated with the traditional Chinese scholar. The packet is designed to be used by general classroom teachers of upper elementary students, but may be adapted for use with younger and older students. The multidisciplinary unit is organized in 5 sections: (1) "A Room for Inspiration: The Chinese Scholar's Studio"; (2) "The Painted Word: Chinese Language and Art"; (3) "The Chinese Scholar's View of Nature"; (4) "Slide List"; and (5) "References." Thirteen individual lessons, given in the 3 instructional units, are sequentially ordered to build on each other and are designed to accommodate student learning styles as indicated by the 4MAT System. Each lesson focuses on a slide image or on provided student handouts and worksheets. Objectives, procedures, activities, and questions for conclusion and evaluation are given. Supplementary materials include an audiotape of Chinese music and overlay diagrams of brushstrokes. Contains 32 bibliographic and resource references, and a pronunciation guide. (MM)

ED 410 175 SO 028 164

Loudon, Sarah M.
Spring Blossoms, Autumn Moon: Japanese Art for the Classroom. Curriculum Resource Unit. Second Printing.
SPONS. AGENCY- William Randolph Hearst Foundation, Los Angeles, Calif.; National Endowment for the Arts, Washington, D.C.; General Electric Foundation, Ossining, N.Y.
PUB DATE- 92
NOTE- 165p.; Support also provided by the E. K. and Lillian Bishop Foundation and the Battelle Research Institute. Audiotape and color slides are not available from EDRS.
LANGUAGE- English

Education Students?
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Curriculum Development; Developmental Stages; *Disabilities; Grade 1; Grade 2; *Inclusive Schools; *Instructional Effectiveness; Mainstreaming; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Primary Education; *Regular and Special Education Relationship; Special Education; Teaching Methods
IDENTIFIERS- Developmentally Appropriate Programs

This study examined the relationship between developmentally appropriate and traditional teaching methods and the mathematics achievement of 15 average and 10 students with disabilities. Data were collected in four first grade classes, one second grade class, and one multi-age inclusion program. A descriptive research design was used with observations, interviews, and questionnaires. Principal component methods were used to generate continuous composite variables that described teacher presentation, materials, grouping, and curriculum. The outcome measure was a curriculum-based measure of mathematics achievement. Analysis found that variables characterizing the developmentally appropriate versus traditional continuum were not associated with mathematics achievement. For both general and special education students, achievement was associated with measures of student mathematical processing and strategy instruction. Use of abstract mathematics-only manipulative materials and math worksheets was negatively related to achievement. The findings suggest the debate about developmentally appropriate versus traditional practices is not fruitful. Nine tables of data are appended. (Contains 31 references). (Author/JLS)

ED 410 195 SP 037 452

Miranda, Mildred
General Education Teacher - Special Education Class.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Computer Assisted Instruction; Computer Uses in Education; *Disabilities; Grade 7; Inservice Teacher Education; Junior High Schools; Personal Narratives; *Regular and Special Education Relationship; Special Education; Special Needs Students; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- Individuals with Disabilities Education Act; New York City Board of Education

This paper presents the views of four general education teachers who without prior notice or training were assigned to teach special education classes. It also provides a short history of special education and requirements of the Individuals with Disabilities Education Act. The elements of special education and the specific levels of special education services recognized in the New York City school system are described.

DESCRIPTORS- Compulsory Education; *Educational Environment; Educational History; Elementary Secondary Education; Foreign Countries; Higher Education; *International Education; *Public Education; *Teacher Attitudes; *Teacher Exchange Programs; *Teaching Conditions
IDENTIFIERS- *Russia; United States

A two-week exchange lectureship at the Russian Diplomatic Academy in Moscow is described by the American exchange professor. The focus of the lectureship was the vital role which public education has played historically in shaping the United States. The lectures were designed around three main themes in American education: historic purposes (religious, political, social, economic), governance, and relationships among American society, culture, and education. The project also included a visit to a Russian school specializing in teaching English and to education ministries in order to conduct comparative research in conjunction with the lectureship. Some findings were: recent social and economic changes in Russia have impacted teachers adversely, due to underfunding of education, resulting in overcrowded classrooms, slow growth of teachers' salaries, a general teachers shortage, and a loss of prestige for the teaching profession. Also, new legislation has made general education compulsory and a right guaranteed by the constitution. Tuition free higher education, with competitive admission based on merit, is provided at government institutions, and as a result, private evening schools have opened to supplement basic education. (ND)

ED 410 213 SP 037 473

Chiu, Ming Ming
Cooperative Learning: Social Interaction Categories and the Individual Actions That Form Them.
PUB DATE- 27 May 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algebra; *Class Activities; *Cooperative Learning; Evaluation Methods; *Interpersonal Relationship; Secondary Education; *Student Behavior; *Student Characteristics; Teaching Methods
IDENTIFIERS- *Student Cooperation

This paper introduces a multi-dimensional, multi-level framework for analyzing students' social interaction and individual action during collaborative problem solving. Crossing the dimensions of problem knowledge distribution and degree of cooperation yields six possible social interactions: piecemeal guessing, joint construction, lecture, scaffolding, accepted demonstration, and automatic joint solutions. At the individual level, a three-dimensional space is constructed from the dimensions of evaluation of previous action, problem knowledge content, and interactive form; 27 individual actions are located within that space. Each social interaction consists of particular individual actions in representative segments of student collaborations in an algebra classroom. Educators can use this framework both as a collaboration and as an assessment tool. (Contains 15 references.) (ND)

ED 410 214 SP 037 474

Roelofs, Erik; Terwel, Jan
Constructivism and Authentic Pedagogy: State of the Art and Recent Developments in the Dutch National Curriculum in

DESCRIPTORS- *Educational Research; Research Design; Research Methodology; *Research Problems; Research Utilization; *Social Science Research; *Statistical Analysis; *Test Construction
IDENTIFIERS- ERIC Digests; *Kerlinger (Fred N)

Fred N. Kerlinger has been hailed as having contributed to the transformation of the way that behavioral scientists and educators read research reports, design and execute research, and draw conclusions about research. In 1960 he introduced the notion that educational research is fraught with mythology. Three of the research myths that he described were: "methods," "practicality," and "statistics." The methods myth is centered about the misperception that research design is synonymous with research methodology. In correct practice, researchers should be more concerned with determining the methods of observation, measurement, and analysis that will help in developing and testing theory. The practicality myth is characterized by a preoccupation with the usefulness (payoff) when designing, conducting, or evaluating research. The actual objective of educational research is the advancement of theory. The statistics myth, although not precisely defined by Kerlinger, appears to relate to a fundamental disregard for statistics as an informational and methodological tool and a failure to understand that research design and statistical analysis are intimately related. Thoughtful researchers must move beyond these myths to conduct appropriate research and interpret it correctly. (Contains 16 references.) (SLD)

ED 410 233 TM 026 239

Frary, Robert B.
Hints for Designing Effective Questionnaires. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Research; *Questionnaires; *Research Design; Research Methodology; Responses; Scaling; *Test Construction; Test Format
IDENTIFIERS- ERIC Digests; Open Ended Questions

This digest offers tips on designing questionnaires and on avoiding common design errors. The following useful suggestions are offered: (1) keep the questionnaire brief and concise; (2) get feedback on the initial list of questions developed; (3) locate personal or confidential questions at the end of the questionnaire; (4) put categories in order; (5) consider combining categories; (6) ask responders to rate both positive and negative stimuli; (7) choose appropriate response category language and logic; (8) avoid open-ended questions; (9) avoid the response option "other"; (10) avoid category proliferation; (11) avoid scale point proliferation; (12) avoid responses at the scale mid-point and neutral responses; and (13) avoid asking responders to rank responses. Carefully evaluating every question and its response choices will yield more meaningful information. (Contains four references.) (SLD)

ED 410 234 TM 026 342

Beaton, Albert E.; And Others
Science Achievement in the Middle School Years. IEA's Third International Mathematics and Science Study.

groups carried out an investigation. When they were made, investigations were usually well prepared with regard to the form of the report, but they were usually not adequate with regard to content. Half of the groups organized their work well, and teachers thought the working atmosphere was favorable in 80% of the groups. Overall, results show that students have not reached the goals set up by the planners for an explorative and critical way of working. Implications for the improvement of teaching and learning are discussed. (Contains one figure and four references.) (SLD)

ED 410 251 TM 027 018

Axelrad-Lentz, Susan F.
Michigan Extended School Year Programs 1992-1995. An Evaluation of a State Grant Initiative.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing.
PUB DATE- Feb 96
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Educational Improvement; Elementary Secondary Education; *Extended School Year; *Grants; Parent Attitudes; Program Implementation; School Districts; Staff Development; State Aid; State Legislation; *State Programs; Student Attitudes; *Summer Schools; Teacher Attitudes; Time Factors (Learning); *Year Round Schools
IDENTIFIERS- *Michigan

Michigan lawmakers funded a competitive grant program for school districts to plan and implement extended school year (ESY) programs of 200 days. The primary purpose was to raise academic achievement. In the spring of 1992, 16 diverse school districts were awarded ESY planning grants. Continuation grants funded 2 ESY implementation years, for plans of 195 or 190 student instruction days with 5 or 10 staff development days. Fifteen of the original districts continued implementation into the second year, and these programs were evaluated using program documentation, local district evaluations, administrative interviews, and surveys of about 2,500 ESY participants (students, parents, teachers, administrators, and other school personnel). Approximately 13,000 students participated in ESY programs, whether summer programs, extensions of the traditional school year, or year round education programs. After 2 years of implementation, ESY participants vary greatly in their perceptions of the program. In the most effective programs, all stakeholders report learning to be greater, and retention of skills over the summer to be improved. When ESY has not been successful, neither of these outcomes has been observed. The most positive results were found in the year round education programs, while programs extending the traditional calendar year were least successful. ESY programs were most successful when integrated into a broader plan for school improvement. Mandatory participation yields less favorable results than choice of the program. Appendixes presents district demographics and program features, survey instruments, and technical notes. (Contains 10 tables, 14 tables in an appendix, 28 figures, and 32 references.) (SLD)

ED 410 252 TM 027 020

Green, Kathy E.; And Others
Effects of Population Type on Mail Survey Response Rates and on the Efficacy of Response Enhancers.

This is the eighth edition of "Snapshot," providing information about students, student performance, staffing, and financing in Texas public school districts. This annual summary is a source of information for anyone interested in the Texas public education system. The publication begins with statistical highlights that provide an overview of education at the state level. This narrative is followed by a listing that shows 87 different items of information for each of the more than 1,000 school districts in the state. The state-level section, "Statistical Highlights," discusses the broad areas of administrative units, students, student performance, staff, and finances. The "Detailed Statistics" section provides extensive information on the same broad areas for each district. The 87 data items are summarized for groups of school districts and individual district values for all data items are listed. School-level data are not included. Five appendixes define the data items, list data sources, provide a bibliography, present endnotes, and list districts alphabetically. (Contains 24 exhibits and 5 appendix exhibits.) (SLD)

ED 410 271 TM 027 067

Snapshot '96. 1995-96 School District Profiles.
PUB DATE- 97
NOTE- 782p.; For the 1995 edition, see TM 027 066.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Educational Finance; *Elementary Secondary Education; Public Schools; School Districts; *School Personnel; State Programs; *Student Characteristics; Tables (Data); Taxes
IDENTIFIERS- *Texas

This is the ninth edition of "Snapshot," providing information about students, student performance, staffing, and financing in Texas public school districts. This annual summary is a source of information for anyone interested in the Texas public education system. The publication begins with statistical highlights that provide an overview of education at the state level. This opening narrative is followed by the predominant section of the book, "Detailed Statistics." This section contains 87 items of information about the state, regions in the state, and the 1,044 school districts in Texas. The first part of the detailed statistics shows districts categorized by size, community type, tax effort, property wealth per student, and Education Service Center region. Information is grouped into: (1) students; (2) student performance; (3) district staff; and (4) finances. The second section presents information on the 87 items for each district. Five appendixes present definitions of data items, a bibliography, a list of data sources, endnotes, and a school district listing. (Contains 25 exhibits and 5 appendix exhibits.) (SLD)

ED 410 272 TM 027 068

Wamboldt, Martina; Keith, Jo Ana
Colorado Graduation Rates for Class of 1996. Annual Dropout Rates for Grades 7-12. Suspension and Expulsion Rates, 1995-96.
PUB DATE- Mar 97
NOTE- 273p.; For previous edition, see ED 397 103.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

model more complex forms of DIF. The use of DIF methodology to investigate whether common items in the common-item equating design are functioning differently across test forms is discussed. Examples are given of using the polynomial loglinear model to investigate DIF for a test containing dichotomous and polytomous items and for investigating DIF for common items in a common-item nonequivalent groups equating design. (Contains 6 tables, 12 figures, and 20 references.) (Author/SLD)

ED 410 289 TM 027 129

Nevitt, Jonathan; Tam, Hak P.
A Comparison of Robust and Nonparametric Estimators under the Simple Linear Regression Model.
PUB DATE- Mar 97
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Simulation; *Error of Measurement; *Estimation (Mathematics); *Nonparametric Statistics; *Regression (Statistics); *Robustness (Statistics); Sample Size
IDENTIFIERS- *Linear Models; Outliers

This study investigates parameter estimation under the simple linear regression model for situations in which the underlying assumptions of ordinary least squares estimation are untenable. Classical nonparametric estimation methods are directly compared against some robust estimation methods for conditions in which varying degrees of outliers are present in the observed data. In addition, estimator performance is considered under conditions in which the normality assumption regarding error distributions is violated. The study addresses the problem through computer simulation methods. The study design includes 3 sample sizes (n=10, 30, 50) crossed with 5 types of error distributions (unit normal, 10% contaminated normal, 30% contaminated normal, lognormal, t-5df). Variance, bias, mean squared error, and relative mean squared error are used to evaluate estimator performance. Recommendations to applied researchers and direction for further study are considered. (Contains 4 tables, 4 figures, and 20 references.) (Author/SLD)

ED 410 290 TM 027 132

Perez, A. I.; And Others
Forms of Collaboration. The Flexible Role of the Researcher within the Changing Context of Practice.
PUB DATE- Mar 97
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Context Effect; *Cooperation; *Educational Practices; Educational Research; Elementary Secondary Education; *Evaluators; Foreign Countries; Program Evaluation; Research Methodology; *Researchers; Vocational Education
IDENTIFIERS- *External Evaluation; Spain

*Reading Comprehension; *Research Reports; *Scholarly Journals
IDENTIFIERS- Middle School Students; *Subject Content Knowledge

"Advances in Education Research" reprints previously published journal articles reporting on research supported in whole or in part by the Office of Educational Research and Improvement (OERI). The articles are selected from peer-reviewed/referred journals; the journals used are described briefy at the end of the volume. The articles in this volume are all concerned with reading comprehension and subject-area learning: (1) "The Contribution of Prior Knowledge and Coherent Text to Comprehension" (Margaret G. McKeown, Isabel L. Beck, Gale M. Sinatra, and Jane A. Loxterman); (2) "Inclass or Pullout: Effects of Setting on the Remedial Reading Program" (Rita M. Bean, William W. Cooley, R. Tony Eichelberger, Meryl K. Lazar, and Naomi Zigmond); (3) "Individual Differences in Reprocessing of Text" (Dieter Haenggi and Charles A. Perfetti); (4) "The Process of Understanding: Reading for Literary and Informative Purposes" (Judith A. Langer); (5) "What Influences Learning? A Content Analysis of Review Literature" (Margaret C. Wang, Geneva D. Haertel, and Herbert J. Walberg); (6) "Revising Social Studies Text from a Text-Processing Perspective: Evidence of Improved Comprehensibility" (Isabel L. Beck, Margaret G. McKeown, Gale M. Sinatra, and Jane A Loxterman); and (7) "Sense Making and the Solution of Division Problems Involving Remainders: An Examination of Middle School Students' Solution Processes and Their Interpretations of Solutions" (Edward A. Silver, Lora J. Shapiro, and Adam Deutsch). Each article contains references. (SLD)

ED 410 309   TM 027 632

Basic Data Elements for Elementary and Secondary Education Information Systems.
PUB DATE- Jun 97
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Analysis; Data Analysis; Data Collection; Definitions; Discipline; Educational Assessment; Educational Policy; *Educational Research; Elementary Secondary Education; Enrollment; Participation; Performance Factors; *School Statistics; State Programs; Student Characteristics; Teacher Characteristics; *User Needs (Information)
IDENTIFIERS- *Data Elements; *Educational Indicators

Since the creation of the National Cooperative Educational Statistics System in 1988, states have joined with the National Center for Education Statistics to produce and maintain comparable and uniform education statistics. Through the National Forum on Education Statistics, states have met to develop and propose a set of basic data elements for voluntary use. Using these data elements will provide more comparable and reliable education information for any educational system adopting the common terminology. The basic data elements will not meet every education information purpose, but a set of basic data elements should help answer the most frequently asked questions about the administration, status, quality, operation, and performance of schools and school systems. This report presents a process for selecting and including new data elements in an information system and the student and staff elements that can be used to create information for conducting the day-to-day administration of schools and school districts; completing federal and state reports, and creating indicators that address questions about the success and functioning of

ED 410 326 UD 031 815

Sojourner, Jeannette; Kushner, Susan N.
Variables that Impact the Education of African American Students: Parental Involvement, Religious Socialization, Socioeconomic Status, Self-Concept, and Gender.
PUB DATE- Mar 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Education; *Black Students; Educational Attainment; Elementary Secondary Education; Longitudinal Studies; Mathematics Instruction; National Surveys; *Parent Participation; Prediction; Reading Instruction; *Religious Factors; *Self Concept; Sex Differences; *Socialization; *Socioeconomic Status
IDENTIFIERS- African Americans; *National Education Longitudinal Study 1988

The National Education Longitudinal Study (NELS) database was used as a data source to examine school and nonschool factors related to the educational attainment of African American students. The 1,868 African American students who participated in the NELS First Follow-up were the focus of the study. Five predictors of mathematics and reading achievement were used in a multiple regression analysis. These variables were: parental involvement, religious socialization, self-concept, socioeconomic status (SES), and gender. About 70% of these students were classified as in the first and second quartiles on the SES scale, and nearly two-thirds lived in the South. SES and self-concept were found to be the strongest predictors of reading and mathematics achievement. Religious socialization was not found statistically significant for mathematics and reading achievement. Although parental involvement was found to be negatively related to mathematics and reading achievement, this result should be interpreted with caution since the magnitude of the relationship was very small. Results of this study also suggest that a different research design may be more suitable for examining variables related to African Americans and academic achievement. A small local sample may be more appropriate. (Contains 2 figures, 5 tables, and 33 references.) (SLD)

ED 410 327 UD 031 816

Garibaldi, Antoine; And Others
Health and Safety Initiative in the New Orleans Public Schools.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Elementary School Teachers; *Expulsion; Focus Groups; High School Students; Intermediate Grades; Middle Schools; Minority Groups; Parents; Public Schools; *School Safety; Secondary Education; Secondary School Teachers; *Suspension; Teacher Effectiveness; Urban Schools; *Violence
IDENTIFIERS- African Americans; Middle School Students; *New Orleans Public Schools LA

PUB DATE- 96
NOTE- 140p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Oriented Programs; Computer System Design; *Information Sources; Information Technology; Learning Activities; *Problem Solving; Self Evaluation (Individuals)
IDENTIFIERS- Computer Managed Information; *Computer Use; Multiple Intelligences; *Technology Role; Technology Utilization

This book summarizes and synthesizes current thinking on problem solving and explores ways in which computers can be used in problem solving to help users gain expertise in their domains of interest. Topics in the nine chapters include an introduction to problem solving including a definition of problems; an overview followed by detailed descriptions of resources in problem solving (intelligences, tools, accumulated knowledge, education and training, and time); Howard Gardner's Theory of Multiple Intelligences and roles of computers in enhancing these intelligences; computer systems personal productivity tools and computer programming. At the conclusion of each chapter is a brief section containing activities and self-assessment exercises. A final chapter includes a summary of key ideas with activities and self assessment. Contains an annotated bibliography of 27 references and resources. (AEF)

ED 409 886 IR 018 512

McGreal, Rory
Proposal for the Implementation of the New Brunswick Virtual Campus. Final Version.
PUB DATE- 31 Oct 96
NOTE- 111p.; A French language version of the document is appended: "Projet de mise en oeuvre du Campus virtuel du Nouveau-Brunswick. Version finale."
LANGUAGE- French; English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Mediated Communication; Courseware; Financial Support; Foreign Countries; *Information Networks; *Online Systems; Program Implementation; Specifications; Strategic Planning
IDENTIFIERS- *Electronic Universities; *New Brunswick

This document outlines a proposal for the implementation of "The Virtual Campus" program in New Brunswick, a distributed online learning environment that will support the participation of all regions of the province and all sectors involved in learning and training. It also supports the development of multimedia courseware at all educational levels. The proposal consists of eight sections outlining the plan. The first section addresses the purpose, strategic rationale and financial requirements of "The Virtual Campus." Following is a detailed description of the online environment, courseware development, investment, description of positions, partnerships, sustainability, action plan and success indicators, and activities and beneficiaries. A results evaluation outlines measurable benefits and developmental benefits. The remaining sections focus on implementation of "The Virtual Campus," accountability reporting, consultation, environmental considerations, and the communication plan. Appendices contain "The Virtual Campus," requests for proposals from vendors; staff inservice and student training; evaluation and assessment; student internships; technology teams; troubleshooting equipment; and network administration. Useful forms, simple network schematic diagrams, a model school board-approved electronic resources policy, a glossary of technical terms, and sample assessment tools are included. Appendices contain a technology assessment, student survey, participatory citizenship assignment and model, grading scale, suggested general topics, electronic resources policy, Internet user agreement, computer network discipline report, and computer service request. (AEF)

ED 409 904 IR 056 426

Soete, George J.
Transforming Libraries: Issues and Innovations in Electronic Scholarly Publishing. Transforming Libraries Series. SPEC Kit 223.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Archives; *Electronic Journals; *Electronic Publishing; Higher Education; Information Dissemination; Information Management; *Library Collection Development; Library Materials; *Scholarly Journals; Universities
IDENTIFIERS- Digital Technology

This issue covers the broad topic of electronic scholarly publication. Some 25 professionals in 20 libraries, consortia, and publishing enterprises were interviewed for this issue. A section on issues and trends for managers discusses the proliferation of roles and models; assembling the critical mass; licensing, copyright and interlibrary loan; partnerships; acquisition modes; collection management; archiving; publishing through digitization; training; publicizing and interfacing; evaluation; multimedia; staffing issues; and costs and cost models. Innovations at selected academic libraries are described. Topics include an overhaul of a university's consortial collections program as a result of access to electronic resources; electronic partnerships; maintaining electronic resources; digitizing locally-owned materials; the development of a client-centered library service model; license management and collaboration; an expenditure strategy; alternative free distribution model for journals; promotion of electronic resources; digitizing archival photographs; an examination of costs; providing access to fee-based electronic scholarly journals; addressing future storage problems; linking an electronic version of a guide to theory and criticism to scholarly journals; mounting electronic journals to libraries. Contact names, telephone numbers, and e-mail addresses are provided for each institution profiled. A future outlook for electronic scholarly publication concludes this issue. (AEF)

ED 409 905 IR 056 428

Nichols, Margaret Irby; And Others
Texas Information Resources for Libraries.
PUB DATE- 97
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

conducted of 139 professional speakers in the St. Louis area to determine gender differences in speaking styles and preferred methods of instruction, while in the fourth, in-depth interviews were conducted with 15 respondents. Based on these activities, a plan was developed for upgrading the public speaking course that included a reference manual on speaking styles and teaching strategies, a guide containing gender communication materials and curriculum revision plans, three 2-hour faculty workshops, and a campus-wide staff development program. Contains 346 references. Appendixes include descriptions of department objectives and evaluation results, the questionnaire and interview questions, results from the textbook analysis and surveys, the reference manual and guide, and descriptions of the workshop sessions. (TGI)

ED 409 925 JC 970 359

Lyon, Pat Rajski, Comp.; And Others
North Harris Montgomery Community College District Articulation Manual. Revised.
PUB DATE- 97
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); College Credits; College Planning; *College School Cooperation; Community Colleges; Guidelines; High Schools; Program Development; *Tech Prep; *Transfer Policy; Transfer Programs; Two Year Colleges
IDENTIFIERS- *North Harris Montgomery Community College Dist TX

Prepared as a resource for administrators and faculty at North Harris Montgomery Community College District (NHMCCD), in Texas, and for students at area school districts, this manual provides information on District processes and procedures for granting credit for competencies and skills attaired outside the traditional college classroom. Following an introduction to articulation at NHMCCD, the remaining chapters cover the following areas: (1) benefits derived from articulation; (2) types of articulation, including advanced placement, credit by exam, credit for experiential learning or work experience, dual credit, program articulation, Tech Prep, and transfer to universities; (3) barriers and strategies for overcoming them; (4) financial issues related to articulation; (5) competency-based curriculum and articulation; (6) 14 steps for initiating high school-NHMCCD articulation agreements; (7) issues related to applying, updating, and expiring high school-District articulation agreements; (8) record keeping and data collection on articulated classes; (9) information for students on applying for articulated credit; (10) 20 steps for implementing Tech Prep programs; (11) dual credit articulation procedures; (12) community education course articulation; (13) university articulation and transfer; (14) information on The University Center, which serves as the District's link for community development and individual opportunity; and (15) methods for distributing articulation materials. Appendixes provide definitions of terms, sample articulation agreements and tech prep educational plans, a printout of the District's articulation database, sample forms, and contact lists. (TGI)

ED 409 926 JC 970 365

MacDougall, Bonnie M.
Literary Magazines at Community Colleges: Their Forms and Impact.
PUB DATE- Jun 97
NOTE- 20p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 970 402.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Electronic Journals; *Faculty Development; Feasibility Studies; Periodicals; Program Evaluation; *School Publications; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- New Jersey

In preparation for the possible establishment of a literary magazine at New Jersey's Bergen Community College (BCCC), a study was conducted to gather information on the forms and impact of such magazines at other New Jersey community colleges. Two journals were reviewed: the Journal of New Jersey Poets (JNJP), edited by faculty from the County College of Morris, and The Kelsey Review (TKR), sponsored by Mercer County Community College. The biannual JNJP prints poems, short essays, and artwork from individuals in New Jersey, while the annual TKR publishes material exclusively from people living and working in Mercer County. Questionnaires were distributed to humanities faculty at the colleges to determine the impact of the journals. For the JNJP, 12 of the college's humanities faculty returned questionnaires, with 7 indicating that they read the publication regularly and 8 that they discussed the journal with colleagues. Ten of the faculty praised the benefits of having such a journal associated with the college. For TKR, seven of the college's humanities faculty responded, with four indicating that they read the journal regularly and several citing prestige as a benefit of publishing the journal. Based on responses and opinion expressed by BCCC faculty, it was recommended that on on-line workshop and journal be implemented at the college to help faculty remain connected to their disciplines. The faculty questionnaires are appended. (BCY)

ED 409 945 JC 970 409

Pfaffenroth, Sara B.
Clarifying Institutional Policy toward International Students: A Community College Self-Study Model.
PUB DATE- Jun 97
NOTE- 14p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 970 402.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; *Community Colleges; *Foreign Students; Models; *Policy Formation; School Policy; *Self Evaluation (Groups); Two Year Colleges

In response to the absence of a national policy in the United States for guiding the influx of international students, a model self-study process was created to guide community colleges in developing such a policy. The model is designed to help colleges consider issues related to the economics of educating foreign students, the socio-organizational issues of students on U.S. campuses, and educational issues. Specific access, outcomes, and funding. Selected findings include the following: (1) participation rates peaked in the late 1970's but have declined since, reaching 59 per 1,000 adults in 1996; (2) participation rates in the 1990's have been highest among 18-24 year olds, but have fallen for Blacks, have been low for Hispanics, and high for Asians; (3) between 1985 and 1990 transfers to the University of California and the California State University increased by 9% from 52,043 to 56,685; and (4) the colleges' share of taxes declined by 27% between 1975 and 1995, while the colleges' costs per student are just three-fifths of the national average. In the future, the state's population is expected to continue to grow, especially among 18-24 year olds; the greatest job growth will occur in jobs requiring higher skills and postsecondary education; and participation rates will likely increase. Recommended reforms to respond to the future include developing higher and more consistent revenue streams through partnerships with business and other agents; improving productivity through technology, delivery reorganization, and legal reforms; and improving assessment, degree/award structures, accountability, and planning. Includes data tables. (TGI)

ED 409 963 JC 970 427

McIntyre, Chuck
Trends Important to Community Colleges.
PUB DATE- Jul 97
NOTE- 25p.; Paper presented at the Annual Conference of the American Association of Community Colleges (77th, Anaheim, CA, April 12-16, 1997); for the New Basic Agenda, see ED 401 957.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Educational Change; Educational Trends; *Environmental Scanning; Futures (Of Society); *Long Range Planning; *Policy Formation; Statewide Planning; Trend Analysis; Two Year Colleges
IDENTIFIERS- California Community Colleges

To help develop a long range plan for the California Community Colleges (CCC), a "futures research" project was undertaken to gather information on internal and external college trends and subject that data to various analytical and consensus-building techniques. In the project, a literature review was conducted, external forecasts for the colleges were analyzed, and internal forecasts were prepared and revised. This information was then presented to the CCC Chancellor and important trends were identified and prioritized. Following full Task Force and Consultation Council meetings, emphasizing consensus for all points of substance, the New Basic Agenda was developed, summarizing policy directions and setting an agenda for future policy development. Trends identified in the project as most important to the colleges included the following: (1) changes in demography, including increases in the number of 18-24 year olds and the diversity of students; (2) technological advances related to interactive communications and computer use; (3) longer and shallower economic cycles, increased outsourcing, and globalization; (4) social changes, including the advent of a multicultural society and increased living alone; and (5) changes in public policy, including decreasing federal control and continued inadequate funding. The project also identified pedagogical and policy trends that will affect planning, including the shift from teaching- to learning-centered

Federal Programs; Financial Support; Health Insurance; Health Services; Nutrition; Policy Analysis; *Policy Formation; Poverty; Preschool Education; Program Descriptions; Program Improvement; *Social Services; *State Programs; Substance Abuse; Welfare Services; Youth Problems; Youth Programs
IDENTIFIERS- *Pennsylvania; State Policy

This handbook analyzes current problems related to the health, early child care and education, and availability of resources and supports for children, youth, and families in Pennsylvania; discusses current efforts to address these problems; and suggests short- and long-term objectives for state activities. Part 1, "Child Health," addresses problems related to the large number of children without health insurance or at risk of losing their insurance, the lack of quality control mechanisms in managed care programs to ensure that children and pregnant women receive adequate preventive health services, the lack of participation of medical providers in the Medical Assistance Program, and widespread inadequate child nutrition for proper physical and mental development. Part 2, "Early Care and Education," addresses inadequate child care system support for working families, the number of children not receiving comprehensive high quality services, and Pennsylvania's failure to build a world-class early education system. Part 3, "Resources and Supports for Children, Youth and Families," discusses increased stress levels for parents and therefore increased need for social support, the number of children in poor families, school and community needs for help in planning and implementing effective strategies to ensure that youth complete their education and make a successful transition to the workplace, and the need to strengthen programs helping youth who have dropped out of school, become a parent, or are involved with drugs, alcohol, or delinquency. Contains about 35 references. (KB)

ED 409 982 PS 025 546

Children's Budget Watch: Investments in Our Future. A Profile of State and Federal Spending for Children in Pennsylvania, FY 1989-1990 through FY 1995-1996.
PUB DATE- Jan 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; Child Health; Child Support; Child Welfare; *Children; Elementary Secondary Education; Health Services; Juvenile Justice; Low Income Groups; Nutrition; Retrenchment; *State Aid; *State Federal Aid; State Programs; Statistical Surveys; Tables (Data); *Trend Analysis; Welfare Recipients; Welfare Services
IDENTIFIERS- Federal Budget; Federal Role; *Pennsylvania; Welfare Reform

This report profiles trends in state and federal spending for children in Pennsylvania from fiscal year (FY) 1989-1990 through 1995-1996, and highlights budgetary trends and the impact of federal welfare reform on selected children's health, nutrition, early care and education, elementary and secondary education, income support, and child welfare and juvenile justice programs. Findings indicate that a relatively small portion of state funds go to children's programs other than education, that children's programs are a relatively small portion of federal spending, and that federal children's spending typically supports critical safety net programs for quality during the child's critical developmental period. (Author/EV)

ED 409 999 PS 025 612

I Am Your Child/Early Childhood Public Engagement Campaign. Report on Local, State and National Organization Activities.
PUB DATE- Jun 97
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Brain; Community Involvement; *Early Childhood Education; Profiles; *Public Opinion; *Young Children
IDENTIFIERS- Brain Development; *Public Awareness

Comprised of two reports, this publication summarizes the activities of state and local coalitions and national organizations in the I Am Your Child Early Childhood Public Engagement Campaign, an effort to increase public awareness of the importance of the early childhood stage of development. The first report summarizes activities and accomplishments of states and local communities and provides selected state and community profiles. Activities and accomplishments are noted in three areas: (1) public awareness and education activities, including dissemination of material from a conference on brain development, community mobilization efforts, and the involvement of local media and public television; (2) action plans and next steps, including submission or support of legislation supporting health care access, parent support programs, child abuse prevention, quality early care and education; and (3) coalition development, including strong representation from business, government, higher education, Head Start, media and others. The second report details national organization activities, notably information sharing and linking members to state and local action and companion campaign activities, such as creating a task force to provide state and federal policy leadership. This section profiles current and proposed activities of: (1) Families and Work Institute; (2) American Academy of Pediatrics; (3) American Association of Family and Consumer Sciences; (4) Canadian Institute of Child Health; Child Care Action Campaign; (5) Children Television Workshop NY; (6) National Association of Child Advocates; (7) National Association of Childrens Hospitals and Related Institutions; (8) National Center for Children in Poverty; (9) National Center for Family Literacy; (10) National Association of Child Care Resource and Referral Agencies; (11) National Association for the Education of Young Children; (12) National Coalition for Parent Involvement in Education; (13) National Committee to Prevent Child Abuse; (14) National Governors Association; (15) National Head Start Association; (16) National Latino Childrens Institute; (17) National League of Cities; (18) Parents as Teachers National Center; and (19) Zero to Three. Included are contact persons for each state, community, and organization involved. (KB)

ED 410 000 PS 025 613

Teachers Working with Young Adolescents: Report of the Working Party on the Preparation of Teachers for the Education of Young Adolescents.
PUB DATE- Apr 96
NOTE- 45p.
LANGUAGE- English

changes, inservice training, and assessment procedures. The report's final chapter highlights the effective components of the four programs; examines the connection to current research and theory regarding learning, literacy, teaching, and assessment; and the role of state standards in early childhood education. School philosophies and sample materials are appended. Contains approximately 65 references. (KDFB)

ED 410 015 PS 025 652

Radencich, Marguerite C.; Schumm, Jeanne Shay
How To Help Your Child with Homework: Every Caring Parent's Guide to Encouraging Good Study Habits and Ending the Homework Wars (For Parents of Children Ages 6-13). Revised and Updated.
PUB DATE- 97
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Assignments; Elementary Education; *Homework; Learning Strategies; Parent Participation; Parent Role; Parent Student Relationship; Parents as Teachers; Reading Assignments; Research Papers (Students); *Student Improvement; *Study Habits; *Study Skills; Thinking Skills; Writing Assignments
IDENTIFIERS- *Homework Assistance Programs

Noting that parent involvement in their children's schooling is a key to academic success, this book provides techniques and strategies for parents to help them assist their children with homework completion without conflict. Chapter 1, "Getting Started," includes guidance on who should help with homework and how to set a homework schedule. Chapter 2, "Troubleshooting," advises on assignment tracking and test preparation. Chapter 3, "How To Help Your Child with Reading," provides guidance on raising children's reading level, while chapter 4, "How To Help Your Child with Spelling and Writing," covers studying spelling, handwriting, and composition. Chapter 5, "How To Help Your Child with Math," includes information on helping children with concepts, word problems, and computation, while chapter 6, "How To Help Your Child with Science, Social Studies, and Foreign Languages," includes test preparation, and helping the child with graphics and with thematic units. Chapter 7, "How To Help Your Child with Formal Assessments, Projects, Reports, and Papers," provides guidance on reports and term papers. Chapter 8, "Using Technology," includes advice on computer use and software selection. Chapter 9, "Playing Games," offers advice on game selection and home-made games. The final chapter lists further resources. Twenty-three reproducible pages are included for parental use. (SD)

ED 410 016 PS 025 653

Flohr, John W.; Miller, Daniel C.
Developmental Quantitative EEG Differences during Psychomotor Response to Music.
PUB DATE- 95
NOTE- 14p.; Paper presented at the Texas Music Educators Conference (San Antonio, TX, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

use different techniques to elicit children's participation in narrative discourse; mothers of 4-year-old children requested more evaluation from their children than did mothers of older children. Results suggest that how mothers verbally interact with their young children during narrative elicitation is reflective of those children's developing narrative skills. (Contains 28 references.) (Author/EV)

ED 410 033 PS 025 699

Minami, Masahiko
Development of Japanese Children's Narrative Skills: Linguistic Devices and Strategies To Encode Their Perspective and Emotion.
PUB DATE- Apr 97
NOTE- 38p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Child Language; Foreign Countries; Interpersonal Communication; *Language Acquisition; Narration; *Personal Narratives; Perspective Taking; *Preschool Children; Preschool Education; Verbal Communication
IDENTIFIERS- *Emotional Expression; Emotions; Japanese People; Japanese Speaking; Linguistic Codes; *Linguistic Form

Studies on child language acquisition suggest that Japanese children begin to use a variety of linguistic signs very early. However, even if young Japanese children learned the social pragmatic functions and interactional dimensions of such linguistic means and communicative devices, they might not have acquired the subtleties of those devices that is expected in telling oral personal narratives, such as the effective use of proper verb-ending forms to encode the narrator's perspective. A total of 20 middle-class Japanese preschool children participated in this study along with their mothers; their oral personal narratives were studied in order to analyze what kinds of linguistic means and rhetorical devices they deployed in narrative. The findings seemed to indicate that cognitive, linguistic, conversational, and social-interactional dimensions take different courses in the process of language acquisition, but that, at the same time, these factors interact in a complex fashion in narrative development. In telling personal narratives, preschoolers have not yet mastered certain linguistic devices and manipulative strategies so that they are capable of effectively encoding their perspectives as well as their emotions. Unlike talking about the here-and-now, in the development of narrative skills preschoolers have a long way to go. Telling a narrative on their own does not seem to be an easy task for young children. (Contains 29 references.) (Author)

ED 410 034 PS 025 701

Barra, H. Gensini; And Others
Steps in Intrauterine Development.
PUB DATE- 96
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Birth; Breastfeeding; Foreign Countries; Health Services; *Mothers; Obstetrics; Perinatal Influences; *Pregnancy; *Prenatal Care; Prenatal Drug Exposure; Prenatal

"Physical Education"; (8) "Health"; (9) "Fine Arts"; and (10) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 410 053 PS 025 733

Curriculum Handbook for Parents, 1997-1998. Catholic School Version. Grade 4.
PUB DATE- 97
NOTE- 37p.; For other handbooks in the "Curriculum Handbook for Parents, Catholic School Version" series, see PS 025 730-738.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; Fine Arts; Foreign Countries; *Grade 4; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 4 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate when they have completed the Grade 4 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education";(3) "Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Physical Education"; (8) "Health"; (9) "Fine Arts"; and (10) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 410 054 PS 025 734

Curriculum Handbook for Parents, 1997-1998. Catholic School Version. Grade 5.
PUB DATE- 97
NOTE- 38p.; For other handbooks in the "Curriculum Handbook for Parents, Catholic School Version" series, see PS 025 730-738.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; Fine Arts; Foreign Countries; *Grade 5; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 5 curriculum in Catholic schools in Alberta, Canada. Based on

PUB DATE- 15 Mar 96
NOTE- 30p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrators; Advocacy; Boards of Education; Conflict; Elementary Secondary Education; Group Dynamics; *Organizational Climate; Parent Grievances; Parent Participation; *Parent School Relationship; Participative Decision Making; *Power Structure; Resistance to Change; *Rural Schools; School Districts; Small Schools; *Special Education
IDENTIFIERS- *Institutional Responsiveness

This paper presents a critical qualitative account and analysis of resistance and contestation over the decision-making process in a special education program. The parties involved were four parent advocates, who formed an advocacy organization, and the school administration in a rural school district in the Midwest. A subtle but powerful bias against rural parents by educators and an accompanying "urban bias" to most educational research frame the context in which this detrimental process took place. How these groups used the elements of cultural capital (income and material resources, work and competence, confidence, and networks) in their efforts to achieve domination is examined. The organizational reaction of "cooling out the mark" (consoling or placating advocates in such a way that the structural inevitability of their failure is concealed from them) provides an additional dimension for understanding how such organizations exclude outsider input. None of the administrative or advocacy activities resulted in legitimate shared decision making as intended by law. Both groups used hegemonic cultural assumptions to justify the build-up of capital to limit the other group's domination of the process. This focus on "winning" and allegiance to a dysfunctional organizational ideology usurped genuine attempts to make decisions that were mutually shared by the administration and parent advocates. If the issues that face special education are precursors to issues of restructuring, this case should serve as an example, albeit a bad one. It exposes the futility of pursuing organizational strategies that are antithetical to shared decision making and ultimately, restructuring. Contains 35 references. (TD)

ED 410 073 RC 020 654

Poindexter, Betty S.
Meeting the Needs of Your Rural Community and Students.
PUB DATE- Jun 97
NOTE- 16p.; Revision of a paper presented at the National Conference on Education of the American Association of School Administrators (San Diego, CA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Consortia; *Educational Change; Elementary Secondary Education; *Institutes (Training Programs); Institutional Cooperation; Management Development; *Partnerships in Education; *Rural Schools; School Districts; School Restructuring; *Staff Development; Teacher Role

marginalization and social injustice and shows how past forms of discrimination have evolved into subtle and modern manifestations of dominant group racism involving a system of interethnic "social apartness." Chapters are: (1) "Political Relations and Land Tenure Cycles in Santa Paula: Chumash Indians, Mexicans, and Anglo Americans": (2) "White Racism, Religious Segregation, and Violence against Mexicans, 1913 to 1930"; (3) "School Segregation: The Social Reproduction of Inequality, 1870 to 1934"; (4) "Mexican Resistance to the Peonage System: Movements To Unionize Farm Labor"; (5) "Movements To Desegregate the Mexican Community, the 1940s and 1950s"; (6) "The Segmentation of the Farm Labor Market, 1965 to 1976"; (7) "Interethnic City Council Politics: The Case of the Housing Cooperative Movement"; (8) "Modern Racism: Social Apartness and the Evolution of a Segregated Society"; (9) "The Impact of Anglo American Racism on Mexican-Origin Intragroup Relations"; and (10) "Historical Reconstruction." The third chapter discusses the educational exclusion of Mexican-origin students until the first segregated "Mexican" school was built in 1913, the inferior conditions in schools for Mexican-origin students, and the various creative rationales by which school districts justified segregation. Forms of modern de facto school segregation are discussed in later chapters. Contains references in chapter notes, an extensive bibliography, photographs, and an index. (SV)

ED 410 089 RC 021 120

Szasz, Margaret Connell, Ed.
Between Indian and White Worlds: The Cultural Broker.
PUB DATE- 94
NOTE- 398p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Acculturation; Alaska Natives; American Indian Education; American Indian History; *American Indians; *Biculturalism; Biographies; Canada Natives; Culture Contact; *Intercultural Communication; Interpreters; North American History; *Racial Relations; Whites
IDENTIFIERS- Ethnohistory

During the five centuries of contact between Native and non-Native peoples of the Americas, thousands of intermediaries have moved across the continents' cultural frontiers. These cultural brokers have included traders, missionaries, persons of mixed race, diplomats, Indian schoolchildren attending missionary or government boarding schools, White advocates for Indian rights, Wild West showmen, teachers, scholars, ethnographers, linguists, and artists. Divided into four parts covering the colonial world, the expanding republic, the Wild West, and the 20th century, this book contains the following chapters: (1) "The Ways and Words of the Other: Diego de Vargas and Cultural Brokers in Late Seventeenth-Century New Mexico" (John L. Kessell); (2) "'Faithful, Knowing, and Prudent': Andrew Montour As Interpreter and Cultural Broker, 1740-1772" (Nancy L. Hagedorn); (3) "Samson Occom: Mohegan As Spiritual Intermediary" (Margaret Connell Szasz); (4) "Red-Head's Domain: William Clark's Indian Brokerage" (James P. Ronda); (5) "An Alternative Missionary Style: Evan Jones and John B. Jones among the Cherokees" (William G. McLoughlin); (6) "American Indian School Pupils As Cultural Brokers: Cherokee Girls at Brainerd Mission, 1828-1829" (Michael C. Coleman); (7) "Helen Hunt Jackson As Power Broker" (Valerie Sherer Mathes); (8) "Interpreting the Wild West, 1883-1914" (L. G. Moses); (9)

This book is number 2 of a series of elementary science books that presents a wealth of ideas for science activities for the elementary school teacher. Each activity includes a standard set of information designed to help teachers determine the activity's appropriateness for their students, plan its implementation, and help children focus on a range of exciting and relevant learning experiences. Information accompanying each activity includes developmental level, group size, key experiences, and notes to teachers. Case studies in implementing science activities with groups of students follow specific activities. This volume is divided into 11 parts: (1) "Triangles"; (2) "Structures Around Us"; (3) "Structures for Fastening"; (4) "Natural Structures and Forms"; (5) "Structure, Size, Symmetry, and Shape"; (6) "Structure and Patterns"; (7) "The Structural Properties of Materials"; (8) "Skin: A Living Structure"; (9) "The Structure of Everyday Items in the Science Context; (10) "Common Textbook Topics on Structure from a New Perspective"; and (11) "Structure and Form Case Studies: Some Classroom Experiences". Appendices contain teaching aids including communication techniques for the classroom, materials and equipment, measurement in science, testing and analysis, and safety and science and the development of problem solving skills. (JRH)

ED 410 111 SE 060 502

Blackwell, Frank F.
Energy and Change. Elementary Science Activity Series, Volume 3.
PUB DATE- 96
NOTE- 169p.; For a related document in the series, see SE 060 501.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Electricity; Elementary Education; *Elementary School Science; Energy; Environmental Education; Heat; *Interdisciplinary Approach; *Science Activities; Teaching Guides; Weather

This book is number 3 of a series of elementary science books that presents a wealth of ideas for science activities for the elementary school teacher. Each activity includes a standard set of information designed to help teachers determine the activity's appropriateness for their students, plan its implementation, and help children focus on a range of exciting and relevant learning experiences. Information accompanying each activity includes developmental level, group size, key experiences, and notes to teachers. Case studies in implementing science activities with groups of students follow specific activities. This volume is divided into 11 parts: (1) "Using Gravity"; (2) "Energy from the Air: Wind Energy"; (3) "Human Energy"; (4) "Sound Energy"; (5) "Heat Energy"; (6) "Weather"; (7) "Change in the Garden"; (8) "Diversity in Change"; (9) "Electrical Energy"; (10) "Energy from Magnets and Magnetism"; and (11) "Energy and Change Case Studies: Some Classroom Experiences." Appendices contain teaching aids including communication techniques for the classroom, materials and equipment, measurement in science, testing and analysis, and safety and science and the development of problem solving skills. (JRH)

ED 410 112 SE 060 506

Porzio, Donald T.
Examining Effects of Graphics Calculator Use on Students'

skills necessary to locate places on the earth. Designed as a collection of map skill exercises rather than a sequential program of study, this program expects that students have access to and some knowledge of how to use globes, maps, atlases, and encyclopedias. The volume contains 6 lesson plans and 13 map activity quizzes. The "Explorer Series" section of the book includes short biographies of Marco Polo, Christopher Columbus, Vasco da Gama, Ferdinand Magellan, Sir Walter Raleigh, Henry Hudson, Captain James Cook, Meriwether Lewis, William Clark, Amelia Earhart, and Wiley Post. A 50-item appendix including 46 outline maps, a quiz checklist, and proficiency certificate concludes the volume. (RLH)

ED 410 132   SO 027 333

Stark, Rebecca
Archaeology. Second Teacher Edition. Grades 5-12.
PUB DATE- 94
NOTE- 99p.; The entire text of the student's edition is included in the teacher's edition.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; *Anthropology; *Archaeology; Instructional Materials; Secondary Education; Social Studies; Teaching Guides; *Thinking Skills

This book includes a student edition by the same name and introduces students to various civilizations and their achievements. The self-directed activities emphasize higher-level thinking skills and activities keyed to "Bloom's Taxonomy." The table of contents lists: (1) "What Is Archaeology?"; (2) "What Is Culture?"; (3) "Where to Dig"; (4) "Stratigraphy: Digging Out a Site Layer by Layer"; (5) "Excavation"; (6) "Tools"; (7) "Potsherds"; (8) "The Ages of Human Existence"; (9) "Chronology"; (10) "Ancient Egypt"; (11) "Future Artifacts"; (12) "Mesopotamia"; (13) "Ancient China"; (14) "Ancient Greece"; (15) "The Minoans"; (16) "Stonehenge"; (17) "Earliest Americans"; (18) "Accidental Finds"; (19) "Underwater Archaeology"; (20) "Take Me Along"; and (21) "Just for Fun!" The text also includes a pretest, quizzes, a post-test, a glossary, a word search, a crossword puzzle, and answers to the activities. Contains a bibliography. (EH)

ED 410 133   SO 027 334

Westley, Joan; Melton, Holly
Long Ago Times. Windows on Social Studies: Multicultural Adventures through Literature.
PUB DATE- 94
NOTE- 66p.; For related items in the same series, see SO 027 335-339.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Elementary Education; Language Arts; Language Enrichment; *Multicultural Education; *Social Studies; Teaching Guides; *Thematic Approach

This resource book is one of a series containing lesson plans for grades 1-3 designed to support children's literature books sharing familiar social studies themes. "Long Ago Times" presents eight different children's books related to the theme. For each book social studies concepts are presented, followed the cooperation needed between the teacher, school administration, and community in order to bring about safe conditions, and at the legal implications of artroom hazards. Contains an appendix, a bibliography, and an index. (MM)

ED 410 154 SO 027 801

Zuo, Li
Creativity and Aesthetic Sense.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association Convention (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Education; Aesthetic Values; *Aesthetics; Art; Art Expression; *Creativity; Fine Arts; Higher Education

This paper examines the research literature that points to the function of aesthetics outside the domain of the arts and discusses its importance to creativity and creativity education. The featured literature focuses on problem finding, problem solving, verification, and the development of an aesthetic sense. (EH)

ED 410 155 SO 027 802

Brand, Eva; Strauss, Sidney
Learning Strategies and Musical Organization in Children's Mental Model of Their Own Learning.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association Convention (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Associative Learning; *Cognitive Development; Educational Research; Elementary Education; Higher Education; Learning Processes; Learning Readiness; *Learning Strategies; *Memorization; *Music Education

This paper describes the mental model children have of their own learning, derived from their behaviors when learning a song. The basic assumption of the study is that behavior is an outward expression of a psychological entity. The song chosen for the study was a complex, unfamiliar Zulu song. Thirty-six children in three age groups participated in the study of 6-, 9-, and 12-year-olds. Half of the children in each group also were learning to play a musical instrument. The children were tested individually and monitored by videotape and audiotape while learning the song. Results showed a significant developmental pattern with younger children being less accurate, and requiring more time to learn, and using more strategies in the process and fewer components of musical organization. Analysis of the data involved comparing the study results to the research on mental modeling. Charts and graphs are included in the main body of the paper and in the appendices. (EH)

ED 410 156 SO 027 803

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Aesthetics; Art; Art Activities; *Art Education; Elementary Education; Foreign Countries; Instructional Materials; *Japanese Culture; Manuscript Writing (Handlettering); Museums; Music; Painting (Visual Arts); Poetry; Story Telling; Teaching Guides; Thematic Approach; Units of Study; Written Language
IDENTIFIERS- Brush Painting; Festivals; *Japan; Japanese Art; Japanese Music; Japanese Poetry; Seasons; Textiles

Nature is a key element in Japanese culture and is central to Japanese aesthetics. This teacher resource packet, which includes an audiotape and 20 color slides with a descriptive script and comprehensive lesson guide, employs the theme of seasons while examining art in Japanese culture. The packet is designed to be used by general classroom teachers of upper elementary students but may be adapted for use with younger and older students. The multidisciplinary unit is organized in 6 sections: (1) "Introduction to the Seasons in Japanese Art"; (2) "Exploring Seasonal Activities and Festivals"; (3) "Pattern and Design in Japanese Textiles"; (4) "Japanese Calligraphy and Poetry"; (5) "Storytelling and Music"; and (6) a resource section. The lessons, given in the five instructional units, focus on a slide image or on provided student handouts and worksheets. Each section includes an introduction to and summary of the lesson, goals, objectives, methods, materials, suggested student activities, evaluation materials, and background information for teachers. Supplementary materials include an audiotape of Japanese music and reproducible diagrams of brushstrokes. The resource section includes further information on the slides, additional resources, and a pronunciation guide. (MM)

ED 410 176 SO 028 401

Patrick, John J.
Global Trends in Civic Education for Democracy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; *Civics; Communism; *Democracy; Democratic Values; *Educational Change; Educational Development; *Educational Trends; Foreign Countries; Higher Education; Political Science; Theory Practice Relationship; World Affairs
IDENTIFIERS- ERIC Digests

During the 1990s, there has been an unprecedented global dissemination of information about the theory and practice of democracy and civic education for democracy. This digest identifies nine trends having broad potential for influencing civic education in the constitutional democracies of the world: (1) conceptualization of civic education in terms of three interrelated components (civic knowledge, skills, and virtues); (2) systematic teaching of core concepts; (3) analysis of case studies; (4) development of decision-making skills; (5) comparative and international analysis of government and citizenship; (6) development of participatory skills and civic

The narratives describe the problems of teaching seventh grade students who read at a second-grade level. It describes the classroom disruptions and discipline problems encountered by these four teachers. It also describes the unique difficulties of maintaining classroom order in the setting of classroom computer labs. Specific strategies for classroom management are suggested including seating arrangements and positive discipline. The use of handouts versus student copy work is also suggested. The experiences shared by these general education teachers suggest that in order for teachers to be effective and have success with special education, a general education teacher needs special training and knowledge of the students they will be teaching. (Contains eight references.) (JLS)

ED 410 196 SP 037 453

CATCH: Child and Adolescent Trial for Cardiovascular Health. Multimedia.
PUB DATE- 95
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cardiovascular System; Child Health; Eating Habits; Elementary Education; Elementary School Students; Grade 3; Grade 4; Grade 5; *Health Education; Health Programs; *Health Promotion; Health Related Fitness; Heart Disorders; Learning Activities; Nutrition Instruction; Physical Activity Level

The National Heart, Lung, and Blood Institute (NHLBI) of the National Institutes of Health has launched an initiative called the Cardiovascular Health Promotion Project to teach heart-healthy habits to children. One of the programs developed by this initiative, CATCH, the Child and Adolescent Trial for Cardiovascular Health, is the largest school-based health promotion study ever done. Over 5,000 children increased their level of moderate-to-vigorous physical activity and improved their eating habits. The educational materials developed by this program target youth in grades 3-5 and integrate the total school environment including the physical education program, the classroom, and the school cafeteria, as well as the home. The CATCH program has developed three separate curriculum packages: the "CATCH Physical Education Curriculum," the "Heart Healthy Classroom Curriculum," and the "Eat Smart School Cafeteria Program Guide." The "CATCH Physical Education Curriculum" is a multimedia package consisting of a printed spiral-bound guidebook, a plastic activity box containing 350 5x8 cards, and three videotapes. The "Heart Healthy Classroom Curriculum" consists of four printed curriculum guides, transparency masters, and a videotape. "Eat Smart School Cafeteria Program Guide" is solely a printed project. (JLS)

ED 410 197 SP 037 454

Meece, Judith; McColskey, Wendy
Improving Student Motivation. A Guide for Teachers and School Improvement Teams.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

Secondary Education.
PUB DATE- Mar 97
NOTE- 27p.; Paper presented at Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Classroom Techniques; *Constructivism (Learning); *Curriculum Development; Foreign Countries; *Instructional Innovation; Secondary Education; *Student Attitudes; Student Experience; Teacher Role; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Authentic Assessment; Netherlands

The research question addressed in this paper concerns the degree to which teachers use authentic pedagogy, i.e., teaching strategies that foster authentic learning. Three questionnaires were developed, covering four characteristics of authentic pedagogy: (1) the construction of knowledge in complete task environments; (2) the connection to the students' personal worlds; (3) the value of learning beyond school; and (4) cooperation and communication. In 1994 and 1996 a general questionnaire was administered to 89 teachers at 3 secondary schools. In 1994 half of the first grade students received the mathematics questionnaire (n=442), the remaining half the English questionnaire (n=464). In 1996 first up to third grade received questionnaires (n=1014), half of them on English, half of them on math (n=930). Eighteen teachers of English and math were interviewed on their use of textbooks in the context of authentic pedagogy. The results showed that none of the schools scored highly on the characteristics of authentic pedagogy. Teachers do use examples taken from real life when explaining new subject matter to students, but students' own experiences do not figure as starting points in the lessons. The value of learning beyond school is addressed as far as the textbooks permit. Particularly striking is the difference in perception between teachers and students: the students were far less positive about the degree of displayed authentic pedagogy. The findings indicated that authentic pedagogy demands a big change in the teachers' role, including changes in the use of curricular materials and the development of new teaching strategies embedded in a supporting school organization. Implications for curriculum and classroom practice are suggested. (Contains 62 references.) (ND)

ED 410 215 SP 037 475

Mazzei, Lisa A.
Making Our White Selves Intelligible to Ourselves: Implications for Teacher Education.
PUB DATE- Mar 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; Cultural Differences; Elementary Secondary Education; Higher Education; Multicultural Education; Public School Teachers; *Race; *Racial Attitudes; Racial Bias; *Racial Identification; *Self Concept; *Teacher Attitudes; Teacher Education; Teacher Student Relationship; *Whites

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- Nov 96
NOTE- 237p.; Also published as a component of "Attaining Excellence: A TIMSS Resource Kit," see SE 060 930.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Cross Cultural Studies; Family Environment; Foreign Countries; Grade 7; Grade 8; International Education; *International Studies; Junior High Schools; *Middle Schools; *Science Education; Sex Differences; Student Attitudes; Tables (Data); Teaching Methods
IDENTIFIERS- International Assn Evaluation Educ Achievement; *Third International Mathematics and Science Study

The Third International Mathematics and Science Study is the largest and most ambitious study ever undertaken by the International Association for the Evaluation of Educational Achievement. Forty-five countries collected data in more than 30 languages. Five grade levels were tested in the two subject areas. This report describes the science achievement of seventh and eighth graders, emphasizing the results from the eighth-grade assessment. Results are presented for the 41 countries that completed all the steps necessary to appear in this report. Singapore was the top performing country at both grade levels, with Colombia, Kuwait, and South Africa performing at the lowest levels. Perhaps the most striking finding was the large difference in average achievement between the top-performing and bottom-performing countries. Results provided a chain of overlapping countries, with most countries having an average achievement similar to that of a cluster of others, but with large differences between the top and bottom of the chain. In most countries and internationally, boys outperformed girls at both grade levels. The majority of eighth graders in nearly every country indicated that they liked science, but not all students had positive feelings about the subject. Home factors were strongly related to achievement in every participating country, but relationships between science achievement and instructional practices were less clear within and across countries. Six appendixes present information on study methodology and selected achievement results for some countries. (Contains 61 tables, 23 appendix tables, 19 figures, and 1 appendix figure.) (SLD)

ED 410 235 TM 026 387

Greaney, Vincent; Kellaghan, Thomas
Monitoring the Learning Outcomes of Education Systems. Directions in Development.
PUB DATE- 96
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Comparative Analysis; Educational Assessment; Elementary Secondary Education; Foreign Countries; International Education; International Studies; Learning; *National Competency Tests; *Outcomes of Education; Testing Problems; Testing Programs
IDENTIFIERS- *Educational Indicators

In recent years, education systems in more than 50 countries have shown an interest in obtaining information on what their students have learned as a result of their educational experiences. It seems likely that the number of countries

PUB DATE- Mar 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Experiments; *Mail Surveys; *Response Rates (Questionnaires); Responses; *Sample Size; Teachers
IDENTIFIERS- *Population

Experimental studies of response rates to mail surveys were reviewed and differences in response by population type were described. Cases were selected for review if they were experimental studies that manipulated a response enhancement factor. Results suggest significant differences in typical response rates for different populations. Higher response rates may be expected from surveys of customers and educators than from surveys of the general population. Results suggest few significant differences in effects of experimental treatment by population type, a result possibly due to limited sample sizes and thus low power for such analyses. One appendix lists the 22 studies reviewed, and the other presents treatment definitions and representations. (Contains 4 tables and 12 references.) (Author/SLD)

ED 410 253 TM 027 021

Green, Kathy E.; Kluever, Raymond C.
The Dissertation Barriers Scale.
PUB DATE- Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Doctoral Dissertations; Doctoral Programs; *Educational Attainment; *Graduate Students; Graduate Study; Higher Education; Measurement Techniques; *Test Construction

Barriers to doctoral dissertation completion were identified from a review of empirical studies of doctoral graduates and graduate students who had not completed a dissertation (ABD students) and reviews of components of doctoral persistence. The Dissertation Barriers Scale, comprising 45 items, was constructed and administered jointly with 2 validation measures, to samples of 142 graduates of a College of Education and 97 ABDs. Results suggest four subscales to explain item intercorrelations. They were labeled: (1) advisor/committee functioning, 11 items, alpha=0.82; (2) personal organization and skills, 9 items, alpha=0.81; (3) time management and external pressures, 12 items, alpha=0.81; and (4) research skills, 7 items, alpha=0.71. The remaining items formed unique factors and were deleted. Subscales significantly differentiated graduates and ABDs. Subscales also correlated significantly, though at low to moderate levels, with validation measures. Results suggest the Dissertation Barriers Scale to be useful in research of doctoral student persistence. (Contains 4 tables and 20 references.) (Author/SLD)

(Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Rate; Dropouts; Educational Trends; Enrollment; *Expulsion; *Graduation; *High School Graduates; Reentry Students; School Districts; Secondary Education; *Suspension; Tables (Data); Trend Analysis
IDENTIFIERS- *Colorado

This report provides state summary tables and district reports of graduation rates, dropout rates, and suspension and expulsion rates in Colorado for 1995-96. Reports for the state's 176 school districts are presented in tabular form for each rate of interest. The graduation rate is a cumulative or longitudinal rate that calculates the number of students who actually graduate as a percent of those who were in membership and could have graduated over a 4-year period. The dropout rate is an annual rate reflecting the percentage of all enrolled students in grades 7 through 12 who leave school in the reporting period and are not known to transfer to other schools. The Colorado graduation rate for the class of 1996 is 77.7%, an increase of 0.3 percentage points from the rate reported for the class of 1995. Thirty-eight percent of all Colorado school districts had a graduation rate of 90% or above. The dropout rate for the 1995-96 school year was 4.0%, an increase of 0.4% from 1994-95. Approximately 29% of the 1994-95 dropouts returned to school the following year. The 1994-95 school year was the first for which suspensions and expulsions were reported in a standard format. In 1995-96, 49,558 students were suspended and 1,873 were expelled. Almost 44% of the suspended students were white males. (Contains 14 tables.) (SLD)

ED 410 273 TM 027 074

Silvestro, John R.; And Others
Innovations in Foreign Language Educator Assessment in California.
PUB DATE- Mar 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Educational Innovation; Elementary Secondary Education; German; Japanese; *Language Teachers; *Licensing Examinations (Professions); Linguistics; Listening Comprehension Tests; Mandarin Chinese; Punjabi; Reading Tests; Russian; *Second Language Instruction; Speech; *Teacher Certification; Teacher Competencies; *Teacher Evaluation; Test Construction; Uncommonly Taught Languages; Vietnamese; Writing Tests
IDENTIFIERS- *California; *Test Specifications

California has developed a new series of credential examinations for foreign language teachers to make it possible to test the competence of teachers in six languages less frequently taught than Spanish and French. These languages are German, Japanese, Mandarin, Punjabi, Russian, and Vietnamese. Each assessment is based on the specifications designed for previously developed tests for teachers of Spanish and French, and each evaluated cultural and grammatical knowledge. California foreign language educators played a significant role in the development of the six assessments. The proposed specifications called for assessing proficiency in speaking, listening, reading, and writing and knowledge of general linguistics concepts and the target culture. Proposed specifications were reviewed and test

The changing role of the external researcher is explored in the context of two action research projects in Malaga (Spain). The first project was an evaluation of a trade school program for disadvantaged young people in a low-income rural area of Spain. Researchers began as friendly evaluators in a democratic evaluation of the program's first phase, which was not regarded as successful or very important by program developers and participants. As the program moved into its later phases and the trade school curriculum developed, evaluators were asked to take on the role of pedagogical advisors by the trade school staff. The researchers' role eventually became one of support without intervention. In the second project, which took place in an innovative rural elementary and secondary school, the role of the external evaluators was defined by their own expectations and by the teachers who felt themselves to be responsible for program evaluation. Reflection on both projects makes it apparent that the relationship between practitioners and outside researchers varies considerably in different cultural settings. For success in external evaluation, the roles of all partners need to be defined clearly. Collaboration must be understood as a process of building in a democratic way. Difficulties in educational change in the Spanish educational culture are discussed. (Contains 20 references.) (SLD)

ED 410 291 TM 027 135

Du, Yi; And Others
Raters and Single Prompt-to-Prompt Equating Using the FACETS Model in a Writing Performance Assessment.
PUB DATE- Mar 97
NOTE- 24p.; Paper presented at the International Objective Measurement Conference (9th, Chicago, IL, March 21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Equated Scores; Grade 5; Grade 7; Interrater Reliability; *Performance Based Assessment; Sample Size; *Scoring; Tables (Data); *Writing Tests
IDENTIFIERS- Calibration; FACETS Computer Program; *FACETS Model; Logits; Minneapolis Public Schools MN; Rasch Model; Writing Prompts

The FACETS equating model meets the complex requirements for equating writing performance assessment across both raters and prompts. This study is based on an equating of the 1996 writing performance assessment in the Minneapolis Public Schools (Minnesota). Raters and prompts were equated simultaneously using the FACETS model. About 3,000 fifth graders and 3,000 seventh graders participated in the writing assessment. Three prompts were assessed in each grade, and each student wrote to one of the prompts. About 30 raters were selected from Minneapolis Public Schools teachers to score the papers using a uniform rubric. An extension of the Rasch model to include multiple facets (FACETS model) was used in equating to determine the transformation rules. The four facets were student, item (scoring component), rater, and prompt. Overall results show that the FACETS model calibrates raters, students, topics, and scoring dimensions so that all facets are positioned on a common scale. The scale is in log-odds, or "logit," units that constitute an equal-interval scale with respect to appropriately transformed probabilities of responding in particular categories. The advantages of the education systems. The basic data elements selected for student information systems are grouped into categories of: (1) personal information; (2) enrollment; (3) school participation and activities; (4) assessment; (5) transportation; (6) health conditions, special program participation, and student support services; and (7) discipline. Similar elements defined for staff information systems include personal information, educational background, qualification information, current employment, assignments, and information on career development and separation from employment. An appendix contains discussions of policy questions, indicators, and basic data elements. (SLD)

ED 410 310 TM 027 633

Rankings of the States 1996. A Data Resource for Examining State Public Education Systems.
PUB DATE- 97
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Educational Finance; *Elementary Secondary Education; Enrollment; *Expenditures; Government Role; Income; Population Trends; *Public Schools; Resource Allocation; School Personnel; *State Departments of Education; Tables (Data); Teacher Salaries
IDENTIFIERS- *Ranking

This document contains rank-ordered statistics for the 50 states and the District of Columbia for an array of topics relevant to public education. All state data are ranked beginning with the largest figure. The data in the rankings are the most recent actual or estimated data available from state departments of education. Tables in the first series provide information about state populations and consequently provide information about the demand for public education services and other public programs. In the second series of tables, enrollment, attendance, and membership are described, with information on changes in enrollment over the previous year. Personnel in local schools and in public institutions of higher learning are the focus of the third series of tables. Average salaries are included in this grouping. General financial resources are described in the fourth series of tables, while the fifth series of tables describes governmental revenue and the sixth series of tables profiles school revenue. Government expenditures are the focus of the seventh series of tables, and school expenditures are described in the eighth series. (Contains 106 tables and 7 references.) (SLD)

ED 410 311 TM 027 634

Estimates of School Statistics As Provided by the State Departments of Education, 1995-96.
PUB DATE- 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; *Educational Trends; Elementary Secondary Education; Enrollment; Enrollment Projections; *Estimation (Mathematics); Federal Aid; Government Role; *Public Schools; School Personnel; *School Statistics; State

The purpose of this study was to examine the relationships between suspensions and expulsions of African American students, teacher effectiveness, and school safety in New Orleans (Louisiana) public schools. Preliminary evaluations for the 1995-96 school year are presented. The initial phase of data collection focused on focus group interviews with groups of 10 school personnel, 10 parents, and 20 students at each of 10 public middle and high schools with the highest rates of suspensions and expulsions. A total of 310 people participated in these focus groups (163 students, 58 parents, 89 teachers). Questionnaires were prepared for each of the participant groups. Principals at the target schools stated that they have experienced problems with a small cadre of teachers who account for a large percentage of "inappropriate" disciplinary referrals that could otherwise be handled in the classroom. It is also found that the prevalence of violence in the surrounding community continues to have a significant effect on the overall safety of schools. These violent behaviors negatively affect students' ability to resolve conflicts nonviolently, as evidenced by an increase in fighting among females at the middle school level and the problems of large schools that are difficult to secure and vulnerable to intrusion by outsiders. (Contains 1 table and 10 references.) (SLD)

ED 410 328 UD 031 817

Davis, Wanda M.
Educational Intervention: A Prescription for Violence at Historically Black Colleges and Universities.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Patterns; *Black Colleges; Black Students; Conflict Resolution; Cooperation; *Discipline Policy; Higher Education; *Intervention; *Mentors; *School Safety; Victims of Crime; *Violence

Data from campus crime reports and security logs help identify the perpetrators and likely victims of crime on college campuses. The historically black college or university campus is not exempt from physical and verbal acts of violence, and every area of the campus is vulnerable. Although the academy has no duty to protect the community from violence by a third party, taking no action to minimize risks makes for unsafe campus environments. It is no longer good enough to offer only services and programs that talk about victimization. A proactive response that interrupts the cycle of violence has been developed. This approach, called Educational Intervention (EI), addresses the disruptive behavior of perpetrators and assures that they understand their responsibility to the campus community. As a collaborative and structured educational experience that involves students and staff, EI gives the institution an opportunity to take a proactive role in student development, giving perpetrators the opportunity to examine their beliefs, values, and behaviors. EI is administered through the student conduct judiciary process and managed by professional staff. As a response to violent or intolerant behavior and a violation of the student behavior code, an agreement is reached between the judicial office and the student. Then a formal mentoring relationship is arranged between the student and the mentor. This relationship centers on an approved and agreed-on project or activity. A successful organizational charts, funding proposal and distribution graphs, yearly distribution charts of funding, comparison of funding, and budgets. (AEF)

ED 409 887 IR 018 513

Glennan, Thomas K., Jr.; And Others
Surplus Federal Computers for Schools. As Assessment of the Early Implementation of E.O. 12999.
PUB DATE- 97
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Peripherals; Computer Uses in Education; Educational Facilities; *Educational Resources; Educational Technology; Elementary Secondary Education; *Government Role; Information Technology; *Microcomputers; Program Evaluation; Public Schools; Purchasing; *Recycling; School Support
IDENTIFIERS- Barriers to Implementation; *Executive Order 12999; Surplus Computing Capacity; *Technology Plans

Signed in April 1996, Executive Order (E.O.) 12999, "Educational Technology: Ensuring Opportunity for All Children in the Next Century," was intended to promote the transfer of unneeded federal government computer equipment to schools and educational nonprofit organizations. This report examines the supply and distribution of surplus government computers and the implications for schools. The report also looks at government agencies' early experiences with E.O. 12999 and identifies lessons from past government donation programs and private-sector efforts. The Critical Technologies Institute (CTI) of the RAND Corporation gathered information on the number of computers that might be distributed from the 13 largest federal agencies, examined their implementation plans, and conducted over 80 interviews with key agency personnel, private and nonprofit organizations, and schools. An estimated 30,000-50,000 computers were donated in one year, either directly or through the Federal Surplus Property Donation program. Lessons from private and public-sector computer donation programs include: transferring equipment in good working order is essential; donation programs must be managed; refurbishing and upgrading provide more and better equipment for schools; and recycling organizations offer advantages, but other approaches to refurbishing also seem feasible. Agency concerns with the intent and language of the Executive Order itself are discussed, and findings and recommendations are provided. Appendices include the text of E.O. 12999 and brief descriptions of selected recycling and intermediary organizations. (SWC)

ED 409 888 IR 018 514

Stout, Connie
Networks for Goals 2000 Reform: Bringing the Internet to K-12 Schools. July 25-September 30, 1994.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 283p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Computer Networks; Educational Finance; *Elementary Secondary Education; Internet;

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Cultural Traits; Geography; History; *Information Sources; Printed Materials; *Publications; *Reading Materials; User Needs (Information)
IDENTIFIERS- States (Geopolitical Regions); *Texas

This guide identifies sources of information useful to libraries in meeting their users' needs on topics pertaining to Texas: books about the state's history, culture, and geography, and state agencies, and other bodies which provide information on specific topics. Included are books, both nonfiction and reference, telephone numbers, and electronic addresses. Section 1, "Sources," lists 246 titles, supplemented by over 50 notes, toll-free or regular phone numbers, and World Wide Web or gopher addresses. Suggested sources are designed to meet most adult user needs. There are three types of entries: book titles, which include author(s), bibliographic and order data, and an annotation; notes which offer cross references or additional sources such as agencies which provide information on the topic; and telephone/electronic numbers and addresses. Almost all cited books are in print. The few out of print sources listed, which may be held by some libraries, are included to alert librarians to their usefulness. Section 2, "Core Texas Information Collection for Small Libraries," suggests 68 titles designed to meet basic information needs. Most titles listed are inexpensive and 18 are free. Title and subject indexes, and a directory of small presses and government agencies complete this guide.

ED 409 906 IR 056 429

Read to Your Bunny.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childhood Needs; Childrens Literature; Creative Activities; Handicrafts; Oral Reading; *Parent Child Relationship; *Preschool Children; Preschool Education; *Reading Aloud to Others; Reading Materials; *Story Reading

This packet of materials consists of reproducible flyers to promote parents' reading aloud to children. Included are five benefits of reading aloud for children and parents; tips for reading to babies and children and for exposing them to books; suggestions for selecting books for infants; toddlers and preschoolers; a descriptive list of selected books with "bunny" characters; bunny songs and craft activities; fingerplays and rhymes; a resource list; and artwork and phrases that can be used to promote reading literacy. (AEF)

ED 409 907 IR 056 430

Davis, Robin Works
The Incredible Dream Machine. Texas Reading Club Program Manual, 1997.
PUB DATE- 97
NOTE- 205p.
LANGUAGE- English

Getskow, Veronica
Community College Older Adult Program Development Guidelines.
PUB DATE- Jun 97
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Students; College Planning; *Community Colleges; Curriculum Development; Educational Finance; Leadership Qualities; Marketing; *Older Adults; Program Design; *Program Development; Program Implementation; Student Needs; Two Year Colleges

This guide provides information and suggestions for developing programs that meet the needs of older adults at community colleges. Recommended procedures are presented for the following stages of program development: (1) leadership influences, highlighting the process of hiring effective leaders, key leadership skills, and leaders' responsibilities; (2) information gathering and fact finding, focusing on brainstorming, identifying and using available resources, networking with college and community groups, record keeping of networking contacts, choosing a program model, methods for measuring program success, and identifying a rationale for the program; (3) program design, including the identification of staffing needs, deciding on the mix of faculty and instructors to use, and forming an advisory board; (4) determining program funding, locations, and curricula, including suggested sources of funds, off-campus locations, course formats/outlines, and curriculum categories; (5) implementation and marketing, featuring a list of groups that should receive program announcements, sample marketing fact sheets and flyers, and checklists for designing work spaces and providing amenities for older adults; and (6) program evaluation and trend projections, presenting sample evaluation forms, a discussion of obstacles to effective programming, tips for managing unexpected situations, and strategies for coordinating with other programs. Contains a 13-item recommended reading list. (TGI)

ED 409 927 JC 970 376

Padron, Eduardo J.
Entry-Level Placement Scores for the 1996-97 Academic Year.
PUB DATE- 1 Jun 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Entrance Examinations; *College Preparation; Community Colleges; Criteria; *Cutting Scores; Limited English Speaking; Performance Tests; Program Implementation; Remedial Programs; *State Standards; *Student Placement; Two Year Colleges
IDENTIFIERS- Miami Dade Community College FL

This memorandum reviews the implementation of new, state-mandated placement criteria at Florida's Miami-Dade Community College (MDCC). The first section focuses on placement criteria for degree-seeking students, indicating that MDCC uses scores on the Florida College Entry-Level Placement Test for making placement decisions in reading, writing, and algebra courses questions in the self-study help colleges determine the following: (1) if the institutional mission includes or should include educating international students; (2) if or under what conditions the college should offer scholarship, financial aid, or work study incentives to those students; (3) if a distinction should be made between students studying under the auspices of the federal government and independent students; (4) if the college should recruit international students; (5) if the presence of international students might result in reduced access for other students; (6) what the optimal number of international students might be; (7) the suitability of educational practices and faculty; (8) the desirability of using international students to maintain programs that might otherwise be closed due to low enrollment; (9) the acceptability of providing international students with skills that they might later use in economic or even military competition against the United States; (10) if student services should be required to bear the extra costs of services for international students; and (11) if international athletes should be awarded scholarships. Contains 27 references. (BCY)

ED 409 946 JC 970 410

Santoro, Madeline
Multiculturalism: A Design for Introductory Literature on the Community College Level.
PUB DATE- Jun 97
NOTE- 18p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 970 402.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Course Objectives; Cultural Awareness; *Cultural Pluralism; *English Curriculum; *Introductory Courses; *Literature; *Role of Education; Two Year Colleges

The introduction of multiculturalism into the literature curriculum at community colleges has been problematic. Some groups view the trend as an advance of ethnocentrism, while others feel that multicultural texts collide with traditional academic study. Even those who agree with the goal of broadening the curriculum to reflect global diversity do not necessarily agree on how to accomplish that. While the debate continues, literature teachers at community colleges are faced with student populations that are diverse, largely non-white, and no longer ingrained in a U.S. or Western European tradition. In planning an introductory literature class that effectively broadens the curriculum, a constructive approach should be used that draws ideas, customs, and historical contributions from different groups together in an organized manner that enhances students' ability to understand other groups and U.S. society. Three effective methods of doing this include using differences to pursue unity, or emphasizing commonalties among different groups; exploring context, or using topics in a concrete historical or social context; and relating the past to the present through an understanding of the multiple cultures that shape each individual and society as a whole. Finally, the goal of multiculturalism in literature courses should be to help students envision a society in which a wide range of individual beliefs and lifestyles can function together. Contains 21 references. (BCY) institutions and increasing collaboration, as opposed to competition. (BCY)

ED 409 964 JC 970 428

Spencer, Patricia A.
Breaking Free: Forces that Affect a Center Becoming a College.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; Case Studies; Community Colleges; *Education Service Centers; *Environmental Influences; *Multicampus Districts; *Organizational Change; *Organizational Development; *School Organization; Socioeconomic Influences; Two Year Colleges

History indicates that when a community college "single college district" opens a new campus center, that center tends to follow one of two different patterns of development. The new campus typically either remains in the subordinate role of a center forming a "single college multi-campus district" or it develops into a comprehensive college creating a "multi-college district." The form that the center takes is influenced by a variety of environmental, social, political, and economic forces. To determine how these forces work together to influence the future structure of a community college, a case study was undertaken at a community college operating two centers that, due to high demand, were operating at capacity. Data were collected from college documents; interviews with board of trustee members, staff, and community residents; observations of planning committee meetings; and a literature review. Study findings suggested that a center is likely to break free from the parent college to become a comprehensive college if the following conditions exist: (1) a parent college has reached its growth potential; (2) the governance structure provides participatory governance and empowerment of the center faculty and staff; (3) the round-trip travel time between the parent campus and the center exceeds 1 hour; (4) the community in which the center is located develops a strong identity and key community players demand "ownership" of the center; and/or (5) resources become available either through state funding or through business and industry partnerships. (Author/HAA)

ED 409 965 JC 970 429

Gould, Timothy D.
Development of a Strategy for Transition for State Community College from a State Agency to an Independent College.
PUB DATE- May 96
NOTE- 146p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrative Organization; *Change Strategies; College Planning; Community Colleges; Evaluation Methods; *Organizational Change; *Private Colleges; Professional Development; Program Implementation; School Restructuring; *State Colleges; Two Year Colleges

In preparation for a 1996 restructuring at State Community College, in Illinois, from a state agency to an independent community college, a project was undertaken to develop a strategic plan to guide the transition. Specifically, the low-income, endangered, or disabled children. From FY94-95 through FY95-96, state support of children's programs did not keep pace with economic growth. Public sector child health spending has increased as employer-sponsored health insurance programs have eroded. About 14,000 children may lose Supplemental Security Income (SSI) due to changes in the SSI criteria. Expenditures for early child care and education have increased due to new federal initiatives, and child support enforcement costs for federal and state governments have also increased. Pennsylvania is among the 10 worst states in terms of the high share of income spent on taxes by the poorest 20 percent of families. There have also been large increases in the number of children in the child welfare and juvenile justice systems needing crisis intervention. (Appendices include tabular presentations of program budgets and the mission statement for the Pennsylvania Partnerships for Children.) (KB)

ED 409 983 PS 025 551

Cillessen, Antonius H. N.; And Others
Early Peer Interaction as a Predictor of Later Social Adjustment: Results from a Five-Year Longitudinal Study.
PUB DATE- Apr 97
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Washington, DC, April 10-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Elementary School Students; *Emotional Adjustment; *Interpersonal Competence; Kindergarten Children; Longitudinal Studies; Peer Acceptance; Peer Groups; *Peer Relationship; *Predictor Variables; Primary Education; *Prosocial Behavior; Self Evaluation (Individuals); *Social Adjustment; Social Behavior; Sociometric Techniques
IDENTIFIERS- Self Report Measures; Social Strategies

This study tested the predictive links between children's interactions with peers in early elementary school and their social and emotional adjustment at the end of elementary school. A sample of 231 boys starting kindergarten and first grade were observed during this longitudinal study, on three separate occasions: kindergarten and first grade, first and second grade, and finally, fifth and sixth grade, respectively. Data were collected using peer-, teacher-, and self-report methodologies at each time. Play group observational data were also recorded in observations 1 and 2. Composite measures of four central social behaviors (aggression, disruptive behavior, withdrawal, and prosocial behavior) were computed for each observation. The results demonstrated that aspects of early peer interaction are important predictors of later social adjustment outcomes, and highlighted the importance of starting intervention efforts in the early elementary school years. In particular, boys who had been consistently rejected demonstrated several social adjustment problems after the 5-year interval. (AA)

ED 409 984 PS 025 559

Anderson, Fran
Meeting the Needs of Low-Income Families through Family Child Care Professional Development and Consumer Education: 1996 Child Care Aware Conference Report. (Wheaton, Illinois, October 9-11, 1996).

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Early Adolescents; Educational Needs; Foreign Countries; Higher Education; Inservice Teacher Education; Intermediate Grades; Junior High Schools; *Knowledge Base for Teaching; Preservice Teacher Education; Psychological Needs; *Student Needs; *Teacher Education; *Teachers
IDENTIFIERS- Australia (Queensland)

In 1993, the Queensland, Australia, Board of Teacher Registration established a working party to consider the preparation of teachers for working with young adolescents. This report from the working party summarizes the educational needs of young Australian adolescents, the preparation of teachers for working with these students, and the possible need for new programs to prepare these teachers. Part 1 of the report, "Introduction," discusses the developmental and educational needs of early adolescents. Part 2, "The Project: History and Process," summarizes a previous Issues Paper highlighting the special needs of early adolescents, the social context of adolescence in Queensland, the need for innovative educational approaches to enhance learning outcomes, and implications for teacher education; discusses reactions to the Issues Paper; and describes a conference for key representatives of relevant stakeholder groups to develop recommendations concerning preservice and inservice teacher education. Part 3, "Outcomes," presents the vision emerging from the conference and its implications for schools, curriculum, and systems. Part 4, "Recommendations for Teacher Education," outlines recommendations for preservice and inservice programs for teachers of young adolescents. It is recommended that preservice programs be developed to prepare prospective teachers to work with young adolescents and that all preservice programs for primary, secondary, and special school teachers incorporate study of early adolescence. Specific inservice education should be provided for current teachers working with or interested in working with young adolescents, and cooperative professional development opportunities and research and support networks should be available. (Appendices include names of participants in the working party and in a subsequent conference. Contains 11 references.) (KDFB)

ED 410 001 PS 025 614

Okun, Barbara F.
Understanding Diverse Families: What Practitioners Need To Know.
PUB DATE- 96
NOTE- 376p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adopted Children; *Adoption; Adoptive Parents; Biological Parents; Child Development; Counseling; Counseling Techniques; Counselor Attitudes; Counselor Client Relationship; *Family Characteristics; *Family Counseling; Family Relationship; *Family (Sociological Unit); Family Structure; Homophobia; *Homosexuality; Intermarriage; Lesbianism; One Parent Family; Racial Bias; Racial Identification; *Therapy; Transracial Adoption
IDENTIFIERS- Biracial Family; Grandparents as Parents; Homosexual Parents; Identity Formation; Infertility; Interracial Children;

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Cognitive Processes; Early Childhood Education; Elementary School Students; *Music; Music Activities; *Music Education; Preschool Children; Psychomotor Skills; *Responses; Rhythm (Music)
IDENTIFIERS- Brain Activity

This study examined the electrophysiological differences between baseline EEG frequencies and EEG frequencies obtained during a psychomotor response to musical stimuli. Subjects were 9 children, with mean age of 5.2 years old. Electrophysiological differences between two different musical conditions were also compared. EEG was recorded during 3 conditions: 2 minutes of sitting quietly with eyes open; 1 minute tapping in rhythm to classical music; and 1 minute tapping in rhythm to an Irish folk song. Thirty seconds of artifact-free data were edited for each of the conditions for each child. A Fast Fourier Transformation was performed on each edited EEG segment, and the relative power for each of the 21 electrodes was recorded for Delta, Theta, Alpha, and Beta brainwave frequencies. One-way ANOVA was performed for each of the frequencies for each electrode site. Results indicated a significant increase in the relative power percentages for the theta frequency in the eyes-open condition, and significant differences within the theta frequency at the right temporal sites and the left anterior temporal site between the eyes open and music conditions. Alpha activity decreased at all of the reported sites from the eyes open to music conditions, possibly due to the motoric output causing increased cognitive involvement. Results suggest that a basic step in understanding how to better educate children in music perception and production is to better understand how the brain responds to music. (JPB)

ED 410 017 PS 025 654

Flohr, John W.; And Others
Children's Electrophysiological Responses to Music.
PUB DATE- Jul 96
NOTE- 24p.; Paper presented at the International Society for Music Education World Conference (22nd, Amsterdam, Netherlands, July, 1996) and at the International Society for Music Education Early Childhood Commission Seminar (Winchester, England, United Kingdom, July, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Cognitive Processes; Early Childhood Education; Elementary School Students; *Music; Music Activities; *Music Education; Preschool Children; Psychomotor Skills; *Responses
IDENTIFIERS- Brain Activity

This study examined the electrophysiological differences between baseline EEG frequencies and EEG frequencies obtained while listening to music stimuli. The experimental group comprised 22 children, ages 4 to 6 years old, who received special music instruction twice a week for 25 minutes for 7 weeks. The control group received no music instruction. EEG was recorded during 3 conditions: 2 minutes of sitting quietly with eyes open; 2 minutes of listening to classical music; and 2 minutes assembling puzzles in the Object Assembly subtest of the Wechsler Preschool and Primary Scale of Intelligence--Revised. The children also completed the Spatial Memory Test. Results indicated that the experimental group produced significantly different EEG frequencies than controls, particularly within

Influences; Psychological Needs
IDENTIFIERS- *Fetal Development; Postpartum Care

Recognizing the importance of health care during the perinatal period, the topic for this issue of "Children in the Tropics" is prenatal development; this issue is intended for health educators for use in educating their clients about prenatal development, health care during pregnancy, labor and delivery, and the needs of the mother and neonate during the perinatal period. The sections are: (1) "Gestation," focusing on considerations for health care providers, psychological, social, and environment risk factors; (2) "Intrauterine Development," presenting a day-by-day account of organ formation and development, functions of the placenta, the amniotic fluid, methods of intrauterine stimulation, medication, drugs, and maternal diet; (3) "Surveillance of Pregnancy," detailing health care procedures and the impact of the expectant mother's family and social environment; (4) "Pregnancy and Childbirth: A Psychological and Physiological Experience," describing psychological needs during pregnancy, the role of the health team, physical and psychological aspects of childbirth, examination of the neonate, identifying gestational age, and breastfeeding; and (5) "The Health Team--An Interdisciplinary Team," presenting the educational needs of expectant mothers and their families and health care procedures during the perinatal period. An appendix describes the effects of specific drugs taken at various points during prenatal development, during labor, or while breastfeeding. (KB)

ED 410 035 PS 025 708

Ayala, Sandy; And Others
Interest Projects for Cadette and Senior Girl Scouts.
PUB DATE- 97
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Females; Individual Activities; Learning Activities; *Student Interests; *Student Projects; Vocational Interests; Youth Clubs
IDENTIFIERS- *Girl Scouts of the USA

Noting the importance of choosing a project that is interesting or relevant to one's personal goals, this manual provides activities which can be undertaken to earn cadette and senior level girl scout interest patches. Part 1 of the manual deals with procedures to develop an interest project, including working with consultants, interviewing, role-playing, and the relationship between interest projects and the Girl Scout Silver and Gold Awards. Interest Projects are grouped in five areas: (1) life skills, including car maintenance, child care, conflict resolution, home improvement, leadership, and developing a business; (2) nature, science, and health, including birds, cooking, inventions, pets, math, space exploration, and women's health; (3) communications, including computers, desktop publishing, media, public relations, reading, and writing; (4) the arts and history, including architecture and environmental design, folk arts, dance, museum, and textile arts; and (4) sports and recreation, including backpacking, camping, outdoor survival, and sailing. Each interest project contains four types of activities, skill builders, technology-related activities, service projects, and the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate when they have completed the Grade 5 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education";(3) "Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Physical Education"; (8) "Health"; (9) "Fine Arts"; and (10) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 410 055 PS 025 735

Curriculum Handbook for Parents, 1997-1998. Catholic School Version. Grade 6.
PUB DATE- 97
NOTE- 36p.; For other handbooks in the "Curriculum Handbook for Parents, Catholic School Version" series, see PS 025 730-738.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; Fine Arts; Foreign Countries; *Grade 6; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 6 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate when they have completed the Grade 6 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education";(3) "Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Physical Education"; (8) "Health"; (9) "Fine Arts"; and (10) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 410 056 PS 025 736

Curriculum Handbook for Parents, 1997-1998. Catholic School Version. Grade 7.
PUB DATE- 97
NOTE- 44p.; For other handbooks in the "Curriculum Handbook for Parents, Catholic School Version" series, see PS 025 730-738.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Catholic Schools; *Educational Objectives; Fine Arts; Foreign Countries;

The Rural School Consortium for Educational Leadership and Reform was formed by four rural Indiana school districts in 1991 to coordinate resources for providing staff development that would support reform and restructuring efforts. In the first consortium-sponsored activity, teachers, administrators, support staff, board members, and parents attended four institutes that explained how the brain learns, reviewed effective teaching strategies, and challenged staff to be supportive of brain-compatible learning. Expenses were defrayed by opening the training up to other schools on a fee basis. The success of these institutes gained recognition for the consortium and helped secure further funding from public and private sources. A training institute for school board members and administrators, followed by one for teachers and parents, culminated in the formation of individualized belief and goal statements that became the focal point of each school district's reform efforts. A planning grant was used to examine a set of seven questions related to staff development and school district collaboration; results were subsequently presented to the National Staff Development Conference. The seven questions, with responses, are presented, along with a discussion of the importance of engaging school board members and providing ongoing board training as new members are elected. These efforts have resulted in increased teacher innovations in methods, materials, and technologies; increased collaboration within buildings; and continued contact with teachers from other districts. (TD)

ED 410 074   RC 021 068

Tressou-Milona, Evangelia
The Small Rural Schools in Greece: A New Role in a Changing Society.
PUB DATE- Sep 96
NOTE- 13p.; Presented at the European Conference on Educational Research (Seville, Spain, September 25-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Consolidated Schools; Educational Change; Educational Policy; Elementary Education; Foreign Countries; Geographic Isolation; One Teacher Schools; *Rural Schools; Rural to Urban Migration; School Community Relationship; *Small Schools
IDENTIFIERS- *Greece

In Greece, "small schools" usually means those with less than 50, and perhaps, as few as 3 children. The isolation and inaccessibility of many regions, due to Greece's many mountain ranges and islands, have resulted in many small "schools of necessity." Even with the demographic shift to urban regions since World War II, 24 percent of schools were still small in 1994. Since 1950, there has been a shift of population as rural people moved to urban areas seeking a better income and lifestyle. With this decrease in rural population, the state consolidated many one-teacher schools with neighboring schools in spite of opposition from rural inhabitants. The state's educational policy does not favor small schools, due in part to their high operating costs. Teachers appointed to small schools often have no previous teaching experience, and school operating funds are inadequate. There is emerging evidence that small schools should be preserved for a variety of social, educational, and economic reasons, and recent programs using

"Female Native Teachers in Southeast Alaska: Sarah Dickinson, Tillie Paul, and Frances Willard" (Victoria Wyatt); (10) "Three Cultural Brokers in the Context of Edward S. Curtis's 'The North American Indian'" (Mick Gidley); (11) "Jesse Rowlodge: Southern Arapaho As Political Intermediary" (Donald J. Berthrong); (12) "D'Arcy McNickle: Living a Broker's Life" (Dorothy R. Parker); (13) "Speaking Their Language: Robert W. Young and the Navajos" (Peter Iverson); and (14) "Pablita Velarde: The Pueblo Artist As Cultural Broker" (Sally Hyer). A conclusion by Margaret Connell Szasz points outs similarities among cultural brokers in personality, educational experience, and circumstances. Contains references in notes, an extensive bibliography, notes on contributors, photographs, and an index. (SV)

ED 410 090 RC 021 121

McCarthy, Kevin J.
1930s Program Can Help Schools in 1997.
PUB DATE- 20 Mar 97
NOTE- 13p.; Paper presented at the National Conference on Creating the Quality School (Oklahoma City, OK, March 20, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Applied Music; Elementary Secondary Education; Federal Programs; *Human Resources; Music Activities; *Music Education; *Nonschool Educational Programs; Popular Music; Singing; *Work Experience Programs
IDENTIFIERS- *Civilian Conservation Corps; Depression (Economic 1929)

A federal program, the Civilian Conservation Corps (CCC) employed young men during the Great Depression to help conserve natural resources by planting trees and building paths, roads, picnic areas, and parking lots in National Forests and National Parks. The men were supplied lodging at a camp, food, and one dollar a day. They could also take educational courses. Music was a very popular course, as well as a pastime. Many participants were from a broad spectrum of rural areas and came with folk music backgrounds. Most camps had glee clubs, orchestras, and bands, and the musicians performed at camp concerts and in towns. Often the towns and camps would exchange or combine musical programs. Recollections from former camp members are presented. Former CCC members have formed alumni groups and are willing to make presentations in schools about their experiences. The address of the national alumni group, which can provide contact information on local groups, is provided. Contains 22 references. (TD)

ED 410 091 RC 021 122

Hyer, Sally
One House, One Voice, One Heart: Native American Education at the Santa Fe Indian School.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 90
NOTE- 119p.; Introduction by Joseph Abeyta and an essay by Margaret Cornell Szasz.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)

Understanding of Numerical, Graphical, and Symbolic Representations of Calculus Concepts.
PUB DATE- Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Calculators; *Calculus; Concept Formation; *Educational Strategies; Graphing Calculators; Graphs; Higher Education; Knowledge Representation; Learning Strategies; Mathematics Curriculum; *Mathematics Instruction; Problem Solving; *Technology

This research focuses on the graphics calculator in calculus and its impact on students' abilities to work with graphical, numerical, and symbolic representations. Three courses are compared, two of which are taught with less emphasis on the use of graphing calculators. The format of the course emphasizing calculator use is more traditional than the other two and stresses symbolic and graphical representations generated via graphics calculators. The textbook used in this course presents the topics both algebraically and graphically. Course work employs three different approaches to problem solving. Findings suggest that there is a need for further research on the effects of instruction emphasizing the use of multiple representations in the presentation of concepts. Results also provide evidence that students "behave" as they are taught and that the addition of technology does not necessarily improve the learning of calculus. Contains 18 references. (DDR)

ED 410 113 SE 060 507

Taylor, Catherine S.
An Investigation of Scoring Methods for Mathematics Performance-Based Assessments.
PUB DATE- Mar 97
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Mathematical Concepts; *Mathematics Instruction; Mathematics Skills; *Performance Based Assessment; *Scoring
IDENTIFIERS- Alternative Assessment

Three mathematics scoring methods are being used or explored in large scale assessment programs: (1) item-by-item scoring; (2) holistic scoring; and (3) "trait" scoring. This study investigated all three methods of scoring on three mathematics performance-based assessments. Mathematics assessment tasks were selected from a pool of pilot tasks because they could be scored using all three methods. Results of the study suggest that holistic scoring and item-by-item scoring methods provide similar information while trait scores for conceptual understanding and mathematics communication tapped into different aspects of student performance. Implications for the validity of scoring methods now in use for performance-based mathematics assessments are discussed. (Author)

ED 410 114 SE 060 510

by four activities called "windows." Some of these activities are cooking, making music, creating art, conducting interviews, and constructing three-dimensional maps. These allow for discussion and comparison by the students of the lives of diverse people, past and present. A word bank, follow-up questions, and a synthesis section allow students to process information about the story characters and their own lives. Illustrations and a materials list conclude each activity section. The background readings used in this resource book include: (1) "When I Was Young in the Mountains" (Cynthia Rylant); (2) "A New Coat for Anna" (Harriet Ziefert); (3) "Dakota Dugout" (Ann Turner); (4) "Follow the Drinking Gourd" (Jeanette Winter): (5) "The Keeping Quilt" (Patricia Polacco); (6) "The Adventures of Obadiah" (Brinton Turkle); (7) "When Clay Sings" (Byrd Baylor); and (8) "Sarah Morton's Day: A Day in the Life of a Pilgrim Girl" (Kate Waters). (EH)

ED 410 134 SO 027 335

Westley, Joan; Melton, Holly
Folktales and Legends. Windows on Social Studies: Multicultural Adventures through Literature.
PUB DATE- 94
NOTE- 68p.; For related items in the same series, see SO 027 334-339.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Elementary Education; *Folk Culture; Language Arts; Language Enrichment; *Legends; *Multicultural Education; *Social Studies; Teaching Guides; *Thematic Approach

This resource book is one of a series containing lesson plans for grades 1-3 designed to support children's literature books sharing familiar social studies themes. "Folktales and Legends" presents eight different children's books related to the theme. For each book social studies concepts are presented, followed by four activities called "windows." Some of these activities are cooking, making music, performing drama, creating art, and inventing folktales and heroes. These allow for discussion and comparison by the students of the lives of diverse people, past and present. A word bank, follow-up questions, and a synthesis section allow students to process information about the story characters and their own lives. Illustrations and a materials list conclude each activity section. The background readings used in this resource book include: (1) "Bringing the Rain to Kapiti Plain" (Verna Aardema); (2) "A Drop of Honey" (Djemma Bider); (3) "The Legend of the Indian Paintbrush" (Tomie dePaola); (4) "Tikki Tikki Tembo" (Arlene Mosel); (5) "The Woman Who Outshone the Sun" (Alejandro Cruz Martinez); (6) "A Story--A Story" (Gail E. Haley); (7) "Momotaro, the Peach Boy" (Linda Shute); and (8) "Llama and the Great Flood" (Ellen Alexander). (EH)

ED 410 135 SO 027 336

Westley, Joan; Melton, Holly
Journeys. Windows on Social Studies: Multicultural Adventures through Literature.
PUB DATE- 95
NOTE- 70p.; For related items in the same series, see SO 027 334-339.
LANGUAGE- English

Gross, Zehavit
The A Priori Ideological Orientation of Schools in Kibbutzim in Israel.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association Convention (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; Educational Research; Ethics; Foreign Countries; Grade 12; High Schools; Higher Education; Jews; *Judaism; Philosophy
IDENTIFIERS- *Israel; *Kibbutzim

This paper examines the a-priori ideological orientation of pupils in two different types of schools in the kibbutzim in Israel, the movement schools (Hatakam or Hashomer Hatzair) and the mixed schools. The paper attempts to show how different educational circumstances and environments develop a distinct a-priori ideological orientation in students from approximately the same kind of population. The study involved 249 pupils in 12th grade from 9 kibbutz schools who wrote essays on the topic "Positive and Negative Aspects of the School's Approach to Judaism" and made statements about their feelings toward various types of Jews. Content analysis was performed on the compositions and statements. The information gathered was organized into six categories: ideological, social, behavioral, emotional, intellectual, and general. Findings showed that while students at movement schools rated high in ideological stances, students of "mixed" schools held more generalized attitudes in respect to both components of the study. This was particularly evident in the analysis of the attitudes toward the various types of Jews. (EH)

ED 410 157 SO 027 807

Upitis, Rena
This Too Is Music.
PUB DATE- 90
NOTE- 151p.; Foreword by Seymour Papert.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Creative Expression; Educational Games; Elementary Secondary Education; Improvisation; Interdisciplinary Approach; *Music Activities; *Music Education; *Music Techniques; Musical Instruments; Self Expression; Student Centered Curriculum; Teacher Student Relationship; Teaching Methods; Teaching Styles

This book focuses on music as a subject relating to all other disciplines. "On the Teaching of Music," the first of 12 chapters, sets the theoretical and philosophical basis for a child-centered, subject-integrated teaching approach through autobiographical narrative. Chapter 2, "A Music Playground," advocates the presentation of materials and tools in an open-ended classroom approach that allows the child to provide content and construct personal intellectual structures. Chapter 3, "Music and Movement," describes the learning possibilities inherent in movement games and activities. Chapter 4, "Trust

virtues through cooperative learning activities; (7) use of literature to teach civic virtues; (8) active learning of civic knowledge, skills, and virtues; (9) conjoining of content and process in teaching and learning of civic knowledge, skills, and virtues. (CB)

ED 410 177 SO 028 402

Patrick, John J.
Teaching about Democratic Constitutionalism. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; *Civics; Communism; Comparative Analysis; Concept Formation; *Democracy; Democratic Values; Educational Change; Educational Development; Foreign Countries; Higher Education; Political Science; Secondary Education; Teaching Methods; Theory Practice Relationship; World Affairs
IDENTIFIERS- *Constitutions; ERIC Digests

There are more than 100 democracies in the world today. All but three of them--Great Britain, Israel, and New Zealand --have written constitutions. This digest examines the importance of constitutions and constitutionalism and the teaching of these concepts through the use of comparisons. The primary objectives of civic education for democratic citizenship are to acquire knowledge of constitutionalism; to use this knowledge to think and act effectively about issues of governance; and to become committed to the maintenance and improvement of constitutionalism within one's polity. In order to compare written constitutions and constitutionalism in different countries, common attributes are reviewed. Six possible attributes are: (1) the structure of government; (2) the distribution of powers among executive, legislative, and judicial branches; (3) the limitations on powers of the branches of government; (4) the guarantees of human rights; (5) the procedures for electing, appointing, and replacing government officials; and (6) the methods of constitutional amendment or change. (CB)

ED 410 178 SO 028 403

Hamot, Gregory E.
Civic Education in the Czech Republic: Curriculum Reform for Democratic Citizenship. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; *Civics; *Communism; *Curriculum Development; Curriculum Evaluation; *Democracy; Democratic Values; *Educational Change; Educational Development; Educational Objectives; Foreign Countries; Higher Education; Political Science; Secondary Education; Student Educational Objectives; Theory Practice Relationship; World

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Strategies; Class Activities; *Classroom Techniques; Elementary Secondary Education; Research and Development; Rewards; Self Esteem; Student Alienation; Student Attitudes; *Student Motivation; Student Participation; Teaching Methods; Theory Practice Relationship

This guide provides a general overview of research on student motivation in classroom and school settings and a guide to help teachers and school teams to analyze the sources of students motivational problems and consider changes that will improve motivation. Chapter 1 defines motivation, considers the extent of the motivation problem, and summarizes some conclusions from the research. Chapter 2 combines a review of the research on the use of incentives with the practical experience of educators in an urban district (Birmingham, Alabama). It stresses that rewards can be overused and reduce interest in learning and that punishment can lead to alienation and frustration. Chapter 3 discusses classroom factors (related to instruction, assessment, and classroom climate) that have been shown to relate to student interest and effort and suggests an overall framework for a classroom environment that results in student engagement and interest. Chapter 4 focuses on school wide policies and practices that affect student motivation. Chapter 5 suggests ways to assess motivation including analyzing achievement and behavioral indicators, using existing motivation instruments, and using focus groups. Chapter 6 offers concluding remarks about how schools can organize to improve student motivation. Schools are urged to collect data from students and to support ongoing planning concerning the improvement of student motivation. (Contains 85 references.) (JLS)

ED 410 198 SP 037 455

Collis, Betty, Ed.; And Others
Information Technologies in Teacher Education. Issues and Experiences for Countries in Transition. Proceedings of a European Workshop, University of Twente (Enschede, Netherlands, February 20-23, 1994).
PUB DATE- 95
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; Computer Networks; Computer Uses in Education; Developing Nations; Economically Disadvantaged; Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Technology; *Information Transfer; *Teacher Education; Technological Advancement; *Technology Transfer
IDENTIFIERS- Denmark; Europe (Central); Europe (East); Germany; Norway; Spain

This document contains 21 papers from an international workshop designed to facilitate the exchange of ideas concerning the use of information technology in teacher education among experts from Central, Eastern, and Western Europe. The papers include: (1) "Communication and Information Technologies as Change Agents" (Jef Moonen); (2) "In-service Training and Information Technology from a Curriculum Innovation Perspective" (Tjeerd Plomp and Jan van den Akker); (3) "What Do Instructional and Information Technology Contribute to Problems in Teacher

This study engaged the narratives and conversations of five white teachers in an urban school district as they explored the implications associated with seeing themselves as raced individuals. It also explored how an awareness of these narratives shaped the instructional environment created by these teachers. An important element in the analysis was the "silences," paying attention to what was not being said. Race was the absent identity category in the conversations: whites do not describe themselves as white; rather, white is the norm, the given. Data analysis suggested several implications: (1) much of teacher education considers multicultural education from a white perspective for the purpose of learning about the other; (2) a pedagogy that engages race and culture in the classroom invites difference, acknowledges difference, and creates a learning environment in which all students are encouraged to learn as a result of their difference; (3) a vital component of teacher education should be to develop educational experiences providing opportunities for future teachers to critically examine the instructional decisions that they make in their classrooms; and (4) although whites need to become cognizant of themselves as raced and specifically of their positions as white educators, they can only do so with the assistance of persons of color. (Contains 38 references.) (ND)

ED 410 216 SP 037 479

Ikegulu, Nelson T.
Scandura's Structural Learning Theory: A Critique.
PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Strategies; Educational Technology; *Educational Theories; Higher Education; *Instructional Design; Instructional Effectiveness; Instructional Systems; Learning Theories
IDENTIFIERS- Scandura (Joseph)

This paper offers a pragmatic critique of the instructional prescriptions based on Structural Learning Theory (SLT) conceived by Joseph M. Scandura in 1973. SLT is rooted in clarifying the roles of expository and discovery modes of problem solving in instruction. It is a cognitively oriented model combining learning theories, instructional theories, and instructional-development procedures. SLT proposes that content should be taught in the form of rules, on the most macro level possible. It proposes use of equivalence with mastery of any rule in a group taken as mastery of all rules within that group. In designing instruction, SLT requires the use of educational goals as initial inputs, determination of prototypic cognitive processes to measure learning, and structural analysis to determine content. SLT has been applied in artificial intelligence and computer-assisted instruction and related areas. SLT helps learners develop their own background knowledge and encourages learner processing. SLT has a wide range of applicability and provides a process for the selection of lessons or topics from a body of knowledge as well as a method for optimal presentation of the instruction. (Contains 26 references.) (JLS)

ED 410 217 SP 037 480

interested in this sort of information will increase in the future. This book is intended to provide an introduction to individuals with an interest in assessing the learning outcomes of educational systems. In Chapter 1, "Nature and Uses of Educational Indicators," it considers the role of indicators in this process. A number of approaches to assessing learning outcomes in developed and developing countries are described, and systems of comparative international assessment are reviewed in chapter 2, "National and International Assessments." The question of whether existing information from public examination results can be used to provide information on learning outcomes for an education system is answered in the negative in chapter 3, "National Assessment and Public Examinations." chapter 4, "Components of a National Assessment," reviews the stages of a national assessment, and chapter 5, "Pitfalls of National Assessment: A Case Study," presents a case study of examples of poor practice in the conduct of national assessments. An appendix presents a national assessment checklist. (Contains 4 boxes, 6 tables, and 139 references.) (SLD)

ED 410 236 TM 026 404

Griffith, Julia E.
Title VI: 1995-96 Final Report. Publication No. 95.11.
PUB DATE- Nov 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Credits; *Disadvantaged Youth; Educationally Disadvantaged; Elementary Secondary Education; Extended School Year; *Federal Aid; Financial Support; Gifted; *Instructional Materials; Library Materials; Middle Schools; Private Schools; Program Evaluation; Volunteers
IDENTIFIERS- *Austin Independent School District TX; Elementary Secondary Education Act Title VI; Reading Recovery Projects

Title VI provide Federal funds to states through the Elementary and Secondary Education Act of 1965 as amended in 1994. Title VI funds can support one or more programs that include school reform activities, the purchase and use of instructional and educational materials, programs for the gifted and talented, and programs of various sorts for the disadvantaged. In 1995-96 the Austin Independent School District (AISD) (Texas) received $502,891 which included $36,488 carried over from the preceding year. Funds were allocated to a variety of programs, including: (1) Year-Round School Intersessions; (2) Coordinator of Volunteers; (3) Visiting Teachers; (4) High School College Dual Credit; (5) Library Resources; (6) HOST Software; (7) Middle School "Transition In" Program; (8) Nonpublic schools; and (9) Reading Recovery. Evaluations were conducted of some of these programs. Over 96% of the 80 librarians responding to a survey agreed that the library materials purchased with Title VI funds are effective in enhancing the educational experience of students. The Coordinator of Volunteers believed that the position benefited the district through its liaison functions, and surveyed visiting teachers believed that they supported district objectives by connecting resources and providing student services. Continued Title VI funding will enable the AISD to meet the needs of at-risk and disadvantaged students. Among the recommendations for the coming year is a thorough evaluation of the Reading Recovery Program. (Contains 6 figures and 13 references.) (SLD)

ED 410 254 TM 027 024

Creighton, Theodore B.
A Construct Validation of the Administrative Diagnostic Inventory.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Assessment Centers (Personnel); *Behavior Patterns; *Construct Validity; Elementary Education; Evaluation Methods; *Factor Analysis; *Principals; *Teachers
IDENTIFIERS- *Truth Tables

In November 1996, the National Association of Elementary School Principals (NAESP) approved the revision of the Administrative Diagnostic Inventory (ADI), the diagnostic procedure conducted in their assessment center. To assist the NAESP in the use of the ADI for the assessment of current and prospective school principals, the construct validity of the instrument was studied. The ultimate goal of the study was to support the discreteness of the 13 behavioral constructs first identified and the intercorrelation of the 8 descriptors identified within each construct. The use of truth tables (a method of comparing items according to verbal construction through "if/then" statements) by the ADI writing team resulted in the creation of 11 constructs with strong items of measurement. Data came from a paper and pencil instrument administered to 203 teachers and other administrators (participants in a leadership institute) who evaluated their supervising principals. Factor analysis was used to identify the underlying constructs and to make the variables more manageable. Factor analysis showed that the descriptors within each of the 13 skill dimensions were highly correlated and significant measures of the construct for which they were written. Factor analysis also revealed 6 of the 13 constructs to be discrete and effective measures of effective behavior of school principals. The seven constructs that did not prove to be discrete may be improved by subjecting the descriptors to the verbal logic of truth tables. (Contains 3 figures, 7 tables, and 21 references.) (SLD)

ED 410 255 TM 027 025

Schacter, John; And Others
Feasibility of a Web-Based Assessment of Problem Solving.
PUB DATE- Mar 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Computer Assisted Instruction; *Concept Mapping; Data Collection; *Educational Assessment; Environmental Education; Feedback; High School Students; Intermediate Grades; Metacognition; Middle Schools; *Online Systems; Performance Factors; Pretests Posttests; *Problem Solving; Scoring; Secondary Education; *World Wide Web
IDENTIFIERS- Middle School Students

This feasibility study explored the automated data collection, scoring, and reporting of children's complex problem-solving processes and performance in Web-based information-rich environments. Problem solving was studied using realistic problems in realistic contexts demanding multiple cognitive items were developed. The reviewed items were field tested, and test forms were prepared after holistic scoring of field tests. Additional content reviews were then undertaken to prepare final versions that provide comprehensive assessment of teacher knowledge and skills. An appendix presents general test specifications for the six tests. (SLD)

ED 410 274 TM 027 075

Weber, William B., Jr.
Licensing Beginning Mathematics Teachers: A Performance-Based Assessment.
PUB DATE- Mar 97
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Field Tests; *Licensing Examinations (Professions); *Mathematics Teachers; *Performance Based Assessment; Pilot Projects; *Portfolio Assessment; Second Language Instruction; Standards; *Teacher Certification; Teacher Competencies; Teacher Qualifications
IDENTIFIERS- *National Council of Teachers of Mathematics

One of the major accomplishments of the New Teacher Assessment and Support Consortium (INTASC) sponsored by the Council of Chief State School Officers has been the development of a set of standards describing what beginning teachers should know, be like, and be able to do. These standards have been translated into content-specific standards for teaching mathematics. Ten states joined in the INTASC Performance Assessment Development Project (PADP) to develop a prototype performance-based assessment linked to the INTASC core principles for mathematics. The product of PADP was a portfolio-based teacher assessment that includes prepared lessons, samples of student work, videotaped teaching segments, reflective writings, and a preliminary professional development plan. A pilot test of this assessment was conducted in 1995 with approximately 80 beginning mathematics teachers from 10 states. A final field test used results from approximately 200 beginning mathematics teachers. The final Mathematics Teacher Assessment handbook, scoring framework, performance benchmarks, and training documentation have been refined through these studies, and are available for the participating states. An appendix presents quotes from the standards of the National Council of Teachers of Mathematics. (Contains two figures and six references.) (SLD)

ED 410 275 TM 027 077

Crehan, Kevin D.
An Investigation of the Validity of Locally Developed Performance Measures in a School Assessment Program.
PUB DATE- Mar 97
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

FACETS model include: (1) sample independence; (2) calibration invariance; (3) equating more than one facet at the same time; and (4) flexibility in the sample size for examinees and items. (Contains 9 figures, 8 tables, and 13 references.) (SLD)

ED 410 292 TM 027 139

Goldstein, Arnold A.
Design for Increasing the Participation of Students with Disabilities and Limited English Proficient Students in the National Assessment of Educational Progress (NAEP).
PUB DATE- Mar 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Educational Assessment; Educational Trends; Elementary Secondary Education; Field Tests; *Limited English Speaking; National Surveys; *Research Design; *Sample Size; State Programs; *Student Participation; Trend Analysis
IDENTIFIERS- *Large Scale Assessment; *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) has always included students with disabilities and limited English proficient (LEP) students in the sample to be assessed, but only in relatively limited numbers. Recent research has indicated that many students who have been excluded are in fact capable of participating. The National Center for Education Statistics has field tested the use of revised criteria for deciding whether students should participate in the assessment and various accommodations and adaptations to remove barriers to participation. Inclusion of more students with disabilities and LEP students was studied in three samples for the national NAEP mathematics and science assessments and in the state NAEP assessments in mathematics and science. Students with disabilities and LEP students were oversampled in the national assessments but not in the state assessments. Students with disabilities in one sample from the national assessments were offered various accommodations to remove barriers to their participation. Changes have been incorporated into the 1996 NAEP to further the goal of maximum inclusion of students with disabilities and LEP students, while maintaining trend measurements from past assessments and continuing to report on the academic performance of all students in the nation. These changes will result in an improved and more representative national assessment program and will benefit states and school districts as the NAEP often serves as a model for the best practice in large-scale assessment. (Contains one figure.) (SLD)

ED 410 293 TM 027 144

Drew, Po Yin; Watkins, David
Affective Variables, Learning Approaches and Academic Achievement: A Causal Modeling Investigation with Hong Kong Chinese Tertiary Students.
PUB DATE- Mar 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Aid; *State Departments of Education; Surveys; Tables (Data); Teacher Salaries

Data in this report present information about the extent to which national, state, and local governments commit resources to educate youth. These estimates, in their 54th year of publication, are based on survey responses of state education agencies that provide information about public school enrollment and participation, employment and compensation of personnel, and educational finance. The state-level data permit broad assessments of trends in staff salaries, sources of school funding, and levels of educational expenditures. These estimates indicate that public school enrollment is expected to increase by over 688,000 students from 1994-95 to 1995-96. The increase will be concentrated in the elementary grades, while secondary classes are actually expected to enroll fewer students. To meet the increased enrollment, state education authorities expect the number of public school teachers to increase by about 37,000 from 1994-95 to 1995-96, with elementary school teachers representing 71% of this increase. State education agencies also expect the average classroom teacher salary to increase by 2.8% over 1994-95, with a corresponding increase in expenditure per pupil. State governments are expected to continue to provide the largest share of public school financial support, at 47.7%, while the federal contribution of 7% is expected to equal that of 1994-95. The reported statewide totals and averages may not reflect the varying conditions that exist among school districts and schools within the state. A glossary is included. (Contains 8 figures and 11 tables.) (SLD)

ED 410 312 TM 027 662

The Core Data Task Force Report: The National Education Statistics Agenda Committee, National Forum on Education Statistics.
PUB DATE- 97
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Criteria; Data Collection; Educational Research; Elementary Secondary Education; Government Role; *Information Dissemination; National Surveys; *Reliability; Selection; State Programs; *Validity
IDENTIFIERS- *Data Elements; *Educational Indicators; National Center for Education Statistics

In 1994 the National Education Statistics Agenda Committee (NESAC) of the National Forum on Education Statistics, National Center for Education Statistics (NCES), established the Core Data Task Force to identify and define a set of "core elements" for the collection and reporting of data about enduring and emerging issues at local, state, and federal levels. This document serves as the Task Force's report to NESAC on the first phase of its activity, including the process undertaken by the Task Force to identify the basic data elements described in the Task Force's first report, "Basic Data Elements for Elementary and Secondary Education Information Systems," some areas not addressed in the "Basic Data Elements" document, and recommendations for future action. The Task Force began with educational indicators identified by the Council of Chief State School Officers and then identified school finance and facilities as two areas for which indicators were lacking. These areas, however, were reserved for future attention, and the original list was refined through a discussion of the data intervention attracts others who might be nominated as mentors and engages the entire community in a collaborative effort for safety. (Contains 1 table and 21 references.) (SLD)

ED 410 329   UD 031 819

Pierson, Eric
Black on Black Crime: Hollywood's Construction of the Hood.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Culture; *Blacks; *Crime; *Films; Ghettos; Inner City; Males; *Mass Media Effects; Neighborhoods; Popular Culture; *Stereotypes; Urban Problems; *Urban Youth; Violence

Most of what the world envisions of the period of westward expansion in America has been crafted through Hollywood cinema. The myths of the West are so ingrained in America's culture that they have taken on a truth all their own. In a series of recent films, which began with the release of "Boyz N the Hood," Hollywood is at it again, presenting what it calls a "realistic" view of life in America's black ghettos. In Hollywood's creation of "the hood," black youth are prone to acts of heinous violence. Black males seem unaware of the cycle of violence they create, and violence against other than black males is not only accepted, it is encouraged. How can violence against black males be stopped when they are constantly portrayed as instigators and perpetrators of their own condition? The films of "the hood" construct the black male as being synonymous with violence. The longer this trend continues, the greater the danger of it becoming an internalized part of culture. The "reality" Hollywood is creating must be questioned. Hollywood cannot be allowed to hide behind black film makers and terms like "gritty" and "realistic" to market this product. The notion that the "Hood" films reflect reality is the most troubling convention of the genre. (Contains 41 references.) (Author/SLD)

ED 410 330   UD 031 820

Pozzi, Carlos
Delinquency and Acculturation: Differences across Generations of Latino Adolescents.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; *Adolescents; Age Differences; *Cultural Differences; *Delinquency; *Generation Gap; *Hispanic Americans; Parent Child Relationship; Sex Differences; Socioeconomic Status; Violence
IDENTIFIERS- *Latinos

This study explores the interaction between acculturation and socioeconomic status across generations of Latino families with adolescent children. Also studied are the implications for the adolescent's involvement in delinquent behavior, both violent and nonviolent. Researchers hypothesized that an elevated level of delinquency in Latino adolescents is in part affected by the different levels of acculturation between the adolescent and his or her parents. Differences between the scores on an acculturation scale for the head of the household and the

*National Surveys; *Public Schools; *Telecommunications
IDENTIFIERS- Access to Computers; Barriers to Implementation; Goals 2000; *Technology Integration; *Texas Education Network

This report summarizes the findings and presents data from a nationwide survey conducted by the Texas Education Network (TENET) from July 25 to September 30, 1994. In response to a TENET questionnaire, representatives from 46 of the 50 states, Puerto Rico, and the U.S. Bureau of Indian Affairs reported on the status of telecommunications networks for K-12 public schools in their areas at the time of the survey. The report begins with an analysis of survey responses, and is followed by 52 state profiles describing computer telecommunications in the schools. Findings include: (1) by October 1, 1994, the majority of states had implemented or were preparing to implement public telecommunications networks, with 38% of respondents describing state networking efforts as "operational" or "partially operational"; (2) K-12 schools were just beginning to adopt telecommunications network technologies; (3) state officials recognized the need for telecommunications technology for education and had begun planning for it; (4) funding was the most daunting and problematic of 8 potential barriers to school networks; (5) lack of equity in public access to networked technology, lack of skilled personnel, widely scattered communities, and inadequate and outdated technology were identified as other obstacles to K-12 networks; (6) 19 states reported that funding for educational networks was available from local, district, state, and "other" sources; and (7) private sector support may influence public sector adoption of telecommunications. Appendices include state listings of public officials responsible for educational networking and major network and Internet service providers, and the TENET questionnaire. (Author/SWC)

ED 409 889   IR 018 515

Harris, Genell Hooper; Bruce, Bertrum
Adopting Telecommunications: A Teacher's Personal Quest toward Implementation.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adoption (Ideas); Change Strategies; Computer Mediated Communication; *Computer Networks; *Computer Uses in Education; Intermediate Grades; Junior High Schools; Students; *Teacher Attitudes; Teacher Participation; Teachers; User Needs (Information)
IDENTIFIERS- Barriers to Change; *Barriers to Implementation; *Technology Implementation; Technology Integration

Adopting and adapting electronic networks for classroom instruction requires refining and redeveloping. Teachers must discern which potential element or elements (for example, classroom projects, databases, or e-mail) operates best in their classrooms, for their students, and with their teaching styles. Teachers develop individual processes of technology adoption. For some, it begins with learning how to operate the hardware and software programs, but the adoption process embodies much more. Teachers delve into a personal process of integration as they learn how to integrate electronic networks into classrooms with an overburdened curriculum and limited technology resources and support. Success with integrating electronic networks is a process of learning about oneself,

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Group Activities; *Learning Activities; *Library Services; Outreach Programs; Program Development; Reading Interests; Reading Motivation; *Recreational Reading; Story Reading
IDENTIFIERS- *Texas

The objectives of this "reading club" manual are to encourage reading; to provide a handbook for library staff and volunteers to use as a whole or in parts to complete their reading programs; and to aid librarians in helping participants in the reading club experience a feeling of accomplishment by providing ideas that are fun for children. The manual is arranged in sections that focus on toddlers' and preschoolers' storytimes ideas; elementary-age and young adult program ideas; family activity take-home sheets; and library activities for small and large groups. Attention to details of planning will insure a great program, which also will benefit from regularly publicizing the program. Worksheets and drawings are included throughout the manual, with a special section containing clip art, bulletin board ideas, nametag patterns, bookmarks, certificates, and other reproducible materials. A bibliography and resource list is also included. (AEF)

ED 409 908 IR 056 431

Trevino, Rose; Trevino, Pete
Ready...Set...READ! Program Guide for the Texas Reading Club, 1996.
PUB DATE- 96
NOTE- 272p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Creative Activities; Elementary Secondary Education; Group Activities; *Learning Activities; *Library Services; Outreach Programs; Program Implementation; Reading Interests; *Reading Motivation; *Recreational Reading; Story Reading; Young Children
IDENTIFIERS- *Texas

This manual of activities and reproducible drawings and worksheets is designed to encourage reading and to accompany a reading club program. Each chapter is centered around an Olympic sport. As each chapter begins, a bulletin board idea and nametag pattern are provided. This is followed by several storytime ideas for toddlers and preschoolers, storytime ideas for school-age children, and program ideas. The program ideas incorporate various crafts and games to use with different age groups. Many are appropriate for all ages, however, some are best for only older children. Mazes, patterns, and activity pages are found at the end of each chapter. A bibliography including audiovisual resources and a special section containing clip art are included at the end of the manual. (AEF)

ED 409 909 IR 056 432

Library Automation Standards and Guidelines. Revised.
PUB DATE- May 95

and presenting definitions of students who are required to test and those who are exempt. This section also provides a chart of placement test cut scores and the required college preparatory courses by score for reading, writing, and mathematics. The next section describes requirements for students who enroll without sufficient proficiency in English, indicating that they are required to take the English Placement Test (EPT) and providing a chart of EPT scores and related college-preparatory or college-level courses. Finally, testing procedures and placement criteria are provided for post-secondary adult vocational programs at the college, indicating that MDCC uses the Test of Adult Basic Education and presenting definitions of vocational students required to take the test and those who are exempt. (HAA)

ED 409 928 JC 970 390

Katz, Jerome A.
Endowed Positions and the Infrastructure of Entrepreneurship: 1992 Updates to Prior Research.
PUB DATE- 7 Oct 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business; College Faculty; *Entrepreneurship; *Federal Aid; *Financial Support; Grants; Higher Education; *Philanthropic Foundations; *Research and Development Centers; *Scholarly Journals; Teacher Recruitment; Trend Analysis

In 1992, a project was undertaken to update research conducted in 1991 on the nationwide infrastructure of the academic field of entrepreneurship, focusing on the status of five elements: faculty, research institutions, research funding, professional organizations, and publications. The update found that the number of endowed entrepreneurship faculty positions in the United States grew from 102 in 1991 to 123 in 1992, while 5 of the original 102 positions had changed sufficiently to be dropped from the listing. In addition, the recruitment of endowed positions broadened to include other fields and the number of assistant professors identified with the field increased. As for research institutions, there was a large increase in the number of centers dedicated to family business issues. Data on funding opportunities suggested that although the federal government was supporting more research on entrepreneurship than was commonly discussed in the literature, those able to obtain the funding were generally not from the field of entrepreneurship. While not specifically professional organizations, several foundations became involved in funding large-scale research in the field between 1991 and 1992. Finally, 6 new journals in field were found, adding to the 14 found in 1991, and 3 more were planned for 1993. Lists of endowed positions as of 1992, entrepreneurship-related centers, and journals in the field are appended. (CELCEE, an adjunct ERIC Clearinghouse on Entrepreneurship Education) (HAA)

ED 409 929 JC 970 393

O'Rourke, Tiffany G.
Graduate and Continuing Education for Community College Leaders. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 97
NOTE- 4p.; Drawn from "Graduate and Continuing Education for

ED 409 947 JC 970 411

Sarmiento, Jorge
New Technologies in Mathematics.
PUB DATE- Jun 97
NOTE- 22p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 970 402.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Calculators; *College Mathematics; *Computer Software; Computer Uses in Education; Educational Media; Higher Education; *Mathematics Instruction; Teaching Methods

An understanding of past technological advancements can help educators understand the influence of new technologies in education. Inventions such as the abacus, logarithms, the slide rule, the calculating machine, computers, and electronic calculators have all found their place in mathematics education. While new technologies can be very useful, it is important to keep in mind that no machine can replace instructors in getting students to understand mathematical concepts and that students need to develop the necessary critical-thinking skills to analyze problems and develop solutions beyond the use of technological aids. A distinction should also be made between the teaching of applied mathematics, in which aids can be very useful, and pure mathematics, in which they are less relevant. It is also important to modify educational materials, including examinations, when new technologies are incorporated into the curriculum. When appropriately used, graphing calculators, like the TI-92, and software packages, like DERIVE, can be very valuable conceptual aids and effective tools for both the learning-teaching and the testing processes. To make the transition to incorporate such technologies, instructors should know what the machines can do and how to use them to avoid diverting class time to learn by experimentation. Contains 13 references. Sample calculator graphs are appended. (BCY)

ED 409 948 JC 970 412

Schwartz, Arthur E.
Proposal for an Early Retirement Incentive Program at Mercer County Community College.
PUB DATE- Jun 97
NOTE- 15p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 970 402.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; *Early Retirement; *Employment Practices; Incentives; *Reduction in Force; Teacher Retirement; Two Year Colleges
IDENTIFIERS- Mercer County Community College NJ

A project was undertaken to evaluate existing models of early retirement incentive programs (ERIPs) and recommend an ERIP for New Jersey's Mercer County Community College (MCCC). The following categories of ERIPs were reviewed: state plans for New York and Minnesota; K-12 school districts plans at the Castro Valley Unified School District and 48 school divisions in Saskatchewan (Canada); university programs at the University project sought to determine the necessary elements of and functions and activities required by the plan, appropriate people to be included on transition teams, necessary changes in college operations, and required in-service training for faculty and staff. First, a review was undertaken of literature related to administrative change and planning and a Transition Management Team (TMT) was appointed. Once committees were developed on the Team, strategic plans developed at other colleges that had made similar transitions were reviewed and a plan was developed and revised. The project found that essential elements of the plan were a revitalized mission statement, a set of planning assumptions, assignment of responsibilities, and procedures for evaluation and assessment. With respect to changes in college operations, it was determined that the new organizational structure would represent a 50% reduction in staff and faculty and a reduction in administrative positions. Contains 74 references. Appendixes provide a TMT agenda sheet, the college's mission and vision statement and organizational structure, TMT presentation documents, an institutional self-assessment instrument, and issues and strategies identified by the project. (BCY)

ED 409 966 JC 970 431

Career Placement and Graduate Transfer Report, 1996.
PUB DATE- 97
NOTE- 56p.; For the 1994 graduate report, see ED 390 504. Photographs that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Choice; *College Graduates; *College Transfer Students; Community Colleges; Full Time Students; Graduate Surveys; Higher Education; *Job Placement; Majors (Students); *Outcomes of Education; *Salaries; Tables (Data); Two Year Colleges; Vocational Followup
IDENTIFIERS- *Community College of Rhode Island

This report provides data on the career and transfer outcomes of 1996 graduates from the Community College of Rhode Island (CCRI). A brief foreword indicates that surveys were distributed to 1,669 graduates from 1996, with 82.7% (n=1,381) responding. Next, data on graduate outcomes are presented for the following 27 programs: business administration, cardio-respiratory care; chemical technology; clinical laboratory technology; computer studies; criminal justice and legal studies; dental assistant; dental hygiene; electronics; engineering; engineering technology; fine arts; fire science; human services; liberal arts; machine design; manufacturing technology; nursing (Associated Degree); nursing (Licensed Practical); office administration; phlebotomy; physical therapist assistant; process control technology; radiography; retail management; science; and technical studies. For each program, information is provided on the number of responding graduates; percentages of graduates employed or continuing their education; average salaries of employed graduates; graduate employers, including the number of graduates employed by each; and receiving colleges, including the number of graduates enrolled by major. Highlighted findings indicate that 85.7% of the graduates were employed, with 53.3% working full-time, and that 36.9% were continuing their education, with 28.5% of these attending school full-time. Appendixes provide a list of CCRI programs and concentrations; the survey instrument; graphs of placement and transfer outcomes; and a

PUB DATE- Oct 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Consumer Education; *Day Care; Early Childhood Education; *Family Day Care; *Low Income Groups; *Professional Development; Public Opinion
IDENTIFIERS- Caregiver Qualifications; *Day Care Quality; Day Care Registration; Day Care Selection; National Association for Family Child Care; Parent Caregiver Relationship

This document summarizes presentations from the 1996 Child Care Aware conference, which celebrated successful child care innovations, evaluated new strategies in family child care professional development and consumer education, and posed challenging issues for the future in these areas, especially as they relate to low-income families. Section 1, "Meeting the Needs of Low-Income Families," examines child care challenges resulting from welfare reform efforts, describes Child Care Aware projects which target services to low-income neighborhoods, presents tips for recruiting and training AmeriCorps workers, examines successful strategies for developing family child care in public housing, and considers training caregivers to serve low-income families with multiple stresses. Section 2, "Family Child Care Professional Development," outlines methods to connect with unregulated providers, discusses training models for providers and state registries enabling providers to communicate their credentials to parents, examines the impact of refinements in the National Association for Family Child Care's accreditation on program quality, describes some family child care training and professional development projects, and considers the growth of family child care associations. Part 3, "Consumer Education," examines parents' emotions in initial child care selection, discusses helping parents learn how to select good child care, presents issues related to affordability of care and parent-provider relationships, and outlines pilot projects designed to educate future and current parents on quality child care through public awareness and a media campaign. (KB)

ED 409 985 PS 025 560

Gultz, Melanie
Here We Are Together...Together at School.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Family School Relationship; *Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; Preschool Education; Questionnaires; School Community Relationship; Student Improvement; Surveys; *Teacher Attitudes; Teacher Education
IDENTIFIERS- Reform Strategies

Noting the important influence of a positive home-school relationship on children's academic achievement, this study explored some of the factors that can prevent parents from becoming involved in their child's school. A questionnaire consisting of 25 statements to be answered on a five-point Likert scale, and four open-ended questions was distributed to a sample of parents whose children attended prekindergarten, day care, or nursery school programs. The sample was

*Interracial Family; Reproductive Technology

Synthesizing current literature with information obtained through interviews of adoptive, gay and lesbian, and multiracial families, this book is designed to help practitioners work with diverse families. An introduction explores the concept of a "normal family" and provides an overview of the book and a description of the interview process. The first chapter, "Diverse Families in Context," provides an overview of diverse families. The next three chapters explore adoptive families: (1) "About Adoption: The Participants in Context" discusses different types of adoptions; (2) "Adapting to Adoption over the Life Span" discusses birth parents, adoptees, and adoptive parents; and (3) "Treatment Issues Pertaining to Adoption" considers infertility, assessment of adoption issues, and treatment and therapist issues. The next three chapters explore homosexual families: (1) "About Homosexuality: The Participants in Context" considers gays and lesbians from a scientific and social historical context, compares heterosexual and homosexual couples and gay and lesbian relationships, and discusses gay and lesbian parenting and its impact on child development; (2) "Homosexuality over the Life Span" talks about lesbian and gay identity formation, the coming-out process, and gay and lesbian couples and families; and (3) "Treatment Issues Pertaining to Homosexuality" discusses therapists' homophobia and other treatment and therapist issues. The next three chapters explore multiracial families: (1) "About Multiraciality: The Participants in Context" gives historical and political background, discusses social science theories about interracial marriage, and talks about race and racism, issues confronting biracial couples and their children, and transracial adoption; (2) "Multiraciality across the Life Span" presents racial identity theories and identity formation of interracial couples and of transracial adoptees and their families; and (3) "Treatment Issues Pertaining to Interracial Couples and Families" discusses therapists' racism and treatment issues with biracial couples, families, and transracial adoptive families. The next chapter, "Emerging Families," discusses single parents by choice, grandparent-led families, and families by artificial reproductive technology. Extensive resources are listed at the end of the book. Contains 408 references. (LPP)

ED 410 002 PS 025 617

School Meal Programs: Sharing Information on Best Practices May Improve Programs' Operations. Report to the Secretary of Agriculture.
PUB DATE- May 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Breakfast Programs; Children; Computers; Delivery Systems; Elementary Secondary Education; *Food Service; *Lunch Programs; *Nutrition; Program Administration; Program Implementation; Purchasing
IDENTIFIERS- Commodity Distribution Program; Department of Agriculture; Nutrition Services

At the request of the U.S. Secretary of Agriculture, this investigation identified state and local school food authorities' (SFA) management and operating practices recognized as best practice by the United State Department of Agriculture (USDA) or other officials. In addition, the study the frequencies associated with increased cognitive processing and greater relaxation. There were no significant differences between groups on the behavior measures of spatial processing. Results suggest that a clearer understanding of how music and music-related tasks are manifested in the electrical activity of the brain is an initial step in developing better instructional strategies for early education in music. (JPB)

ED 410 018 PS 025 656

International High/Scope Registry Conference Proceedings (Ypsilanti, Michigan, May 7-10, 1997).
PUB DATE- 97
NOTE- 203p.; For 1996 proceedings, see ED 399 013.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Active Learning; Art Activities; Behavior Modification; Classroom Techniques; Computer Software; Conflict Resolution; *Curriculum Development; Early Childhood Education; Emergent Literacy; Family Involvement; Language Arts; Mathematics Instruction; Motion; Motor Development; Music; Parent Participation; Parent Student Relationship; Parent Teacher Cooperation; Philosophy; Play; Professional Development; Proposal Writing; Science Activities; Songs; Special Needs Students; Story Telling; *Student Centered Curriculum; Teacher Student Relationship
IDENTIFIERS- High Scope Child Observation Record; *High Scope Model; Project Head Start

These conference proceedings provide summaries of 66 presentations on various aspects of the High/Scope educational approach. In addition to summaries of special presentations on music and movement, topics addressed include: (1) observation/feedback strategies; (2) adult-child interaction; (3) songs in daily routines; (4) High/Scope for infants and toddlers; (5) workshop ideas for various grade levels; (5) outdoor play; (6) science in elementary education; (7) plan-do-review process; (8) proposal writing; (9) conflict resolution; (10) educator networking; (11) using children's observations in planning; (12) storytelling with persona dolls; (13) family and parent involvement; (14) working with challenging children; (15) various discussions of the Child Observation Record (COR), including computerized versions; (16) language arts; (17) art activities; (18) training parents to use the High/Scope approach at home; (19) active learning math workshops; (20) computer software to support content workshops; (21) children and philosophy; (22) supporting children's play; (23) super hero play; (24) recording objective observations; (25) communicating with families; (26) planning; (27) small-group activities; (28) problem solving; (29) transition strategies; (30) a national survey of Head Start staff; (31) writing IEP objectives from the High/Scope COR; (32) positive reinforcement; (33) special needs children; (34) emergent readers and writers; (35) training techniques; (36) High/Scope in Christian schools; (37) early childhood education around the world; (38) High/Scope Textbook Review and Adoption Panel; and (39) "big-books" and literacy skills. The publication also includes copies of High/Scope "Key Experiences," "Wheels of Learning," and a Narrative/Notes form. (LPP)

ED 410 019 PS 025 657

Schweinhart, Lawrence J.; Weikart, David P.
Lasting Differences: The High/Scope Preschool Curriculum

career exploration. Details regarding requirements for the interest patch are provided. Included are charts for recording progress and lists of resources and organizations. (KB)

ED 410 036 PS 025 709

Nelson, Katherine
Language in Cognitive Development: The Emergence of the Mediated Mind.
PUB DATE- 96
NOTE- 432p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Biological Influences; Child Development; *Cognitive Development; Concept Formation; Context Effect; Cultural Influences; Culture; Developmental Psychology; Evolution; *Experiential Learning; *Language Acquisition; *Language Processing; Memory; Models; Social Cognition; Theories; *Young Children
IDENTIFIERS- Cognitive Mediation; Donald (Merlin); Language Cognition Relationship; Mediated Experience; Mediating Structures; Representation Language; Representational Competence; *Representational Thinking

This book presents an integrated theory of cognitive development in infancy and early childhood, emphasizing the role of language in memory, processing narratives, forming concepts, and understanding others' intentions. Chapter 1, "Language, Cognition, and Culture in Developmental Perspective," presents the experiential theoretical approach and discusses representation in cognition and communication, semiotic mediation, and the cultural context. Chapter 2, "Emergence of Human Minds in Evolution and Development," presents the evolutionary and biological background, focusing on implications of evolution for psychological theory. Chapter 3, "Evolution and Development of the Hybrid Mind," examines Donald's (1991) explanation of the evolution of human cognition. Chapter 4, "Early Cognition: Episodic to Mimetic Childhood in a Hybrid Culture," considers prelinguistic event representations in the context of early social and cognitive development. Chapter 5, "The Emergence of Mediating Language," focuses on how early language develops to become a possible representation mode. Chapter 6, "Memory in Early Childhood: The Emergence of the Historical Self," traces memory development in early childhood. Chapter 7, "The Emergence of the Storied Mind," examines the role of narrative in memory development, while chapter 8, "The Emergence of the Paradigmatic Mind," considers concepts and categories of objects. Chapter 9, "The Emergence of the Temporal Mind," discusses time concepts and language, while chapter 10, "The Emergence of the Projective Mind," focuses on the child's theory of mind. Chapter 11, "Collaborative Construction of the Mediated Mind," summarizes the theory of developmental change through collaborative construction in early human development. Contains approximately 660 references. (KB)

ED 410 037 PS 025 711

Tao, Fumiyo; And Others
National Evaluation of the Even Start Family Literacy Program. 1995 Interim Report.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.

French; *Grade 7; Health Education; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 7 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Education "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate when they have completed the Grade 7 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education";(3) "Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Physical Education"; (8) "Health and Personal Life Skills"; (9) "Complementary Courses," including Career and Technology Studies, Fine and Performing Arts, and Languages Other Than English; and (10) "French Immersion." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 410 057 PS 025 737

Curriculum Handbook for Parents, 1997-1998. Catholic School Version. Grade 8.
PUB DATE- 97
NOTE- 45p.; For other handbooks in the "Curriculum Handbook for Parents, Catholic School Version" series, see PS 025 730-738.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Catholic Schools; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 8; Health Education; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 8 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Education "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate when they have completed the Grade 8 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education";(3) "Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Physical Education"; (8) "Health and Personal Life Skills"; (9) "Complementary Courses," including Career and Technology Studies, Fine and Performing Arts, and Languages Other Than English; and (10) "French Immersion." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP) multimedia technology, computers, and distance learning have been successful in improving the viability of small schools. The small school is not threatened so much by urbanization and rural depopulation as it is by the indifference of those in charge and their inability to redefine the role of small schools in tomorrow's society. The difficulties presented by the operation of small schools can be dealt with if there is political will and attention is given to the experiences of other countries facing this problem. (TD)

ED 410 075 RC 021 081

Inter-American Foundation: '96 in Review. October 1, 1995, to September 30, 1996. Celebrating 25 Years.
PUB DATE- 96
NOTE- 60p.; Photographs may not reproduce adequately. For 1995 report, see ED 399 124.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Agency Role; *Community Action; *Economic Development; Fellowships; Foreign Countries; *Grants; Higher Education; Information Dissemination; *International Programs; Program Descriptions; Rural Development; Sustainable Development; *Technical Assistance
IDENTIFIERS- Caribbean; Development Education; *Inter American Foundation; International Aid; *Latin America; Nongovernmental Organizations

This report summarizes 1996 activities of the Inter-American Foundation (IAF), an independent agency of the U.S. government. The IAF promotes equitable, responsible, and participatory self-help development in the Caribbean and Latin America by awarding grants directly to local grassroots organizations, as well as to larger organizations that provide local groups with credit, technical assistance, training, and marketing services. It also enters into partnerships with public- and private-sector entities to scale up support and mobilize local, national, and international resources for grassroots development. Of $30.5 million in IAF grants, 23.9 percent supported food production and agriculture; 38.1 percent funded small enterprise development; 26.4 percent funded education and training; and the remainder funded projects related to research and dissemination, ecodevelopment, health, and housing. Educational funding covered areas such as education and training for women, animal husbandry, agricultural education, adult education, health education, literacy education, youth education, organizational development, leadership training, and natural resource management. The IAF also supports In-Country Support (ICS) programs that contract with local development professionals in Latin America and the Caribbean to facilitate assistance and training to grantees in areas such as operational management, financial administration, resource mobilization, marketing, project evaluation, small business development, and agronomy. This report briefly describes 64 new IAF grants, as well as supplemental grants over $10,000 and ICS grants; lists foreign graduate students awarded fellowships to study in the United States; profiles fellows and their goals for grassroots development; lists IAF publications and videos; and summarizes financial information. (LP)

ED 410 076 RC 021 089

Preliminary Data Analysis of a National Merged Database as

DESCRIPTORS- Acculturation; *American Indian Education; American Indian History; *Boarding Schools; Culturally Relevant Education; Educational History; Elementary Secondary Education; Federal Indian Relationship; Oral History; *Pueblo (People); School Community Relationship; Self Determination; *Student Experience; *Tribally Controlled Education; Vocational Education
IDENTIFIERS- Bureau of Indian Affairs Schools; Institutional History; Native Americans; *New Mexico; New Mexico

This book and a related museum exhibition grew out of a student oral history project on the history of the Santa Fe Indian School, 1890-1990, and the role of the school in the development of Indian communities in New Mexico. Numerous interview excerpts and photographs portray life at the school during historical periods covered in four chapters: 1890-1929, 1930-45, 1946-62, and 1963-90. The first chapter describes how the school's original purpose, education and acculturation of American Indian (primarily Pueblo) children, was pursued through forced attendance, military-type training, hard work, and removal from all things Indian. In the 1930s, the institution began to be seen as a community school, and Indian students came to the school out of choice rather than coercion. By the 1930s, reforms in federal policy resulted in improved conditions due to funding increases; the abolition of marching; updated vocational education programs; classes in American Indian art, culture, and history; student self-government; and Indian representation on the staff. After World War II, there was a national shift back to an assimilationist approach to Indian education, but the school had become a local tradition by then; the nostalgic comments by students and teachers do not reveal these national policy shifts. In 1957, the vocational program was abolished, and in 1962, the school was closed and turned over the to the Institute of American Indian Arts in spite of protest from school employees and the All Pueblo Council. In 1977, the newly reorganized All Indian Pueblo Council contracted with the Bureau of Indian Affairs to operate the Albuquerque Indian School and in 1981, successfully petitioned to relocate the school to the Santa Fe Indian School. The final chapter describes current conditions and student opinions of the school. Also included are an essay "The Path to Self-Determination: American Indian Education, 1940-1990" (Margaret Connell Szasz), many photographs, a description of the oral history project, recommended reading and viewing, a selected bibliography, and an index. (TD)

ED 410 092 RC 021 126

Hadden, Gerry, Comp.
Teenage Refugees from Mexico Speak Out. In Their Own Voices.
PUB DATE- 97
NOTE- 64p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjustment (to Environment); Adolescent Literature; American Indians; Aspiration; Family Life; *High School Students; High Schools; *Immigrants; *Late Adolescents; Mexican American History; *Mexican Americans; Mexicans; *Out of School Youth; Personal Narratives; Student Attitudes; *Student Experience; Undocumented Immigrants; Youth Problems
IDENTIFIERS- Hispanic American Students

In this book written for young people, six young Mexican immigrants tell about their immigration experiences and

Alexander, Nancy
Extending Meaning of Multiplication and Division of Rational Numbers.
PUB DATE- 7 Mar 97
NOTE- 8p.; Paper presented at the Annual Meeting of the Louisiana Education Research Association (Baton Rouge, LA, March 7, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arithmetic; *Concept Formation; Division; Grade 7; Junior High Schools; *Knowledge Representation; Learning Strategies; Mathematics Instruction; Multiplication; Number Concepts; Numeracy; *Rational Numbers

This paper reports on a study of seventh grade students (N=4) who attend a rural K-12 school. Students participated in a 5-week teaching experiment designed to build on their existing knowledge of the unit concept and extend it to the rational number operations of multiplication and division. Data collected comes in the form of videotapes, audiotapes, researcher journal, and students' written work. Other data consist of individual student interviews conducted prior to and at the conclusion of the teaching experiment. Analysis of the results reveals that students' concepts of unit are enriched by participating in the teaching experiment. Among the conclusions drawn were that students developed a flexible concept of unit, modeling provided continuity between conceptual domains, equipartitioning remained a persistent difficulty, sustained focus on the measuring unit is hard to achieve, development of models is impeded by students' selection and use of measurement units, unitizing skills endure and are extendible, and models can inform procedural methods and/or provide alternative solution methods. (DDR)

ED 410 115 SE 060 524

A First-Grade Math Lesson with David Burchfield. School Development Library. Multimedia.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 59p.; The videotape component of this multimedia package is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Cooperative Learning; Educational Strategies; Evaluation; Grade 1; Learning Activities; Mathematics Instruction; Primary Education; *Problem Solving; Teaching Guides; Teaching Methods

Items in the North Central Regional Educational Laboratory's (NCREL) School Development Library series are multimedia packages consisting of print, video, audio, and CD-ROM resources designed to support educators in their efforts to improve classroom instruction. This particular set consists of a 35-minute video and a printed booklet focusing on David Burchfield, a first-grade teacher. The video of his classroom shows him using a variety of cognitive instructional practices including an emphasis on the problem-solving process, group learning, and laboratory activities during a math lesson. It is actual footage of a first-grade classroom and is divided into 16 events, each division representing a change in the

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Elementary Education; Language Arts; Language Enrichment; *Multicultural Education; *Social Studies; Teaching Guides; *Thematic Approach

This resource book is one of a series containing lesson plans for grades 1-3 designed to support children's literature books sharing familiar social studies themes. "Journeys" presents eight different children's books related to the theme. For each book social studies concepts are presented, followed by four activities called "windows." Some of these activities are cooking, making music, performing drama, creating art, and conducting interviews. These allow for discussion and comparison by the students of the lives of diverse people, past and present. A word bank, follow-up questions, and a synthesis section allow students to process information about the story characters and their own lives. Illustrations and a materials list conclude each activity section. The background readings used in this resource book include: (1) "Where Are You Going, Manyoni?" (Catherine Stock); (2) "Klara's New World" (Jeanette Winter); (3) "The Glorious Flight" (Alice and Martin Provensen); (4) "Hawk, I'm Your Brother" (Byrd Baylor): (5) "Amelia's Road" (Linda Jacobs Altman); (6) "Miss Rumphius" (Barbara Cooney); (7) "Through Moon and Stars and Night Skies" (Ann Turner); and (8) "Ox-Cart Man" (Donald Hall). (EH)

ED 410 136 SO 027 337

Westley, Joan; Melton, Holly
Celebrations. Windows on Social Studies: Multiculutural Adventures through Literature.
PUB DATE- 95
NOTE- 66p.; For related items in the same series, see SO 027 334-339.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Elementary Education; Language Arts; Language Enrichment; *Multicultural Education; Social Studies; *Thematic Approach

This resource book is one in a series containing lesson plans for grades 1-3 designed to support children's literature books sharing familiar social studies themes. "Celebrations" presents eight different children's books related to the theme. For each book social studies concepts are presented, followed by four activities called "windows." Some of these activities are cooking, making music, performing drama, creating art, and conducting interviews. These allow for discussion and comparison by the students of the lives of diverse people, past and present. A word bank, follow-up questions, and a synthesis section allow students to process information about the story characters and their own lives. Illustrations and a materials list conclude each activity section. The background readings used in this resource book include: (1) "I'm in Charge of Celebrations" (Byrd Baylor); (2) "Dumpling Soup" (Jama Kim Rattigan); (3) "Potato Pancakes All Around" (Marilyn Hirsh); (4) "The Relatives Came" (Cynthia Rylant): (5) "Too Many Tamales" (Gary Soto); (6) "Mirandy and Brother Wind" (Patricia McKissack); (7) "Rechenka's Eggs" (Patricia Polacco); and (8) "Tree of Cranes" (Allen Say). (EH)

ED 410 137 SO 027 338

and Risk," encourages personal engagement as a means of creating trust, which permits risk taking in learning. Other subjects discussed in following chapters include: "Performance"; "Improvisation: Play First, Write Later"; "Developing Notational Systems: Composition"; "Music and Story"; and "Making Instruments." "Johnny Monotone" denies the concept of tone deafness and proposes alternate explanations for poor pitch and gives approaches to correct pitch. Chapter 11 "An Evolving Knowledge of Music," discusses evaluation issues. The last chapter, "Teachers as Mentors: Betty Ferguson," pays personal tribute to a teacher and teaching role model. The book concludes with an "Afterword"; "Appendix: Some Music Playground Resources"; and "References and Bibliography of Influential Works." (MM)

ED 410 158 SO 027 816

Miller, Barbara; Singleton, Laurel
Preparing Citizens: Linking Authentic Assessment and Instruction in Civic/Law-Related Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 247p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Civics; Evaluation; Instruction; *Law Related Education; Performance Based Assessment; Portfolios (Background Materials); Qualitative Research; Secondary Education; Social Studies
IDENTIFIERS- Authentic Assessment

This handbook assists educators in improving the links among civic education curriculum, instruction, and assessment. First-person accounts detailing teachers' thoughts present a basis for tracing the evolution of assessment tasks and rubrics for evaluation. Samples of student work are provided to stimulate thinking and discussion. Activities for staff development programs and for individual teachers are included. There are 11 chapters divided into three sections. Section 1, "Getting Started," contains the chapters: (1) "Defining Authenticity in Civic Education"; (2) "Defining Essential Learnings in Civic Education"; (3) "Designing an Assessment Task and Scoring Rubric"; and (4) "Using Student Work to Revise an Assessment and Instruction." Section 2, "Exploring Assessment Tasks," includes the chapters: (1) "Public Issues Discussion as an Authentic Assessment"; (2) "Assessing Socratic Seminars and Structured Academic Controversy"; (3) "Performance Assessment: Mock Trials, Moot Courts, Simulated Legislative Hearings, and Town Meetings"; (4) "Assessing Student Writing"; (5) "Assessing Student-Created Products or Projects"; and (6) "Portfolios." Section 3, "Looking Ahead," contains the chapter "Issues and Challenges." Teacher profiles are appended. (EH)

ED 410 159 SO 027 849

Thorne-Thomsen, Kathleen
Frank Lloyd Wright for Kids.
PUB DATE- 94
NOTE- 138p.; Published by Chicago Review Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)

Affairs
IDENTIFIERS- *Czech Republic; Eastern European Studies; ERIC Digests

Many cooperative civic education projects among U.S. and Central/Eastern European educators have emerged since the end of Communist Party Rule in the former Czechoslovakia. This digest describes a collaborative curriculum development project, Civic Education for the Czech Republic (CECR). The objective of CECR is to revise the existing social studies curricular framework for the third form of secondary schools (ages 17 and 18) by taking particular aim at the overarching objectives for civic education reform started in 1989. The project seeks to develop sample lessons and a teacher's manual that realize this objective and to present suggestions for additional teaching methods. Other CECR components included: (1) an intensive Curriculum Development Workshop held at the University of Iowa and attended by Czech teachers and pedagogical faculty, U.S. curriculum development and civic education specialists, and Iowa secondary social studies teachers; (2) an international Partnership Program; and (3) an evaluation of the final product by Czech and U.S. experts in civic education and curriculum design. (CB)

ED 410 179 SO 028 404

Patrick, John J.
The Framework for the National Assessment of Educational Progress in Civics. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Standards; Citizenship Education; *Civics; Curriculum Development; Democracy; Democratic Values; *Educational Objectives; Elementary Secondary Education; Instructional Development; Political Science; Theory Practice Relationship; *United States Government (Course)
IDENTIFIERS- ERIC Digests; *National Assessment of Educational Progress

This digest briefly summarizes the contents of the "Civics Framework for the 1998 National Assessment of Educational Progress" in terms of the Framework's development and components including civic knowledge, civic skills, and civic dispositions. The framework may be used to inform and guide curriculum development projects in civics and government for elementary and secondary schools. The National Assessment of Educational Progress (NAEP), a survey mandated by the U.S. Congress, collects and reports information about student achievement in academic subjects such as mathematics, science, reading, writing, history, geography, and civics. The NAEP is a broad indicator of how much and how well students are learning core subjects of the school curriculum. The next National Assessment of Educational Progress in civics and government will be administered in 1998. (CB)

ED 410 180 SO 028 525

Matthews, Jonathan C.
Computers and Art Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

Education? Results and the Future" (Sanne Dijkstra and Hein Krammer); (4) "Supporting Teachers and Learners to Design Powerful Learning Environments" (Jules Pieters); (5) "New Possibilities for Teacher Education Through Computer-Based Environments" (Betty Collis); (6) "Perspectives on Teacher Training Related to Information Technology in Central and Eastern European Countries" (Ivan Stanchev and others); (7) "Computer Networks in Teacher Education: Realizations in the Framework of the Pluto Project" (Arno Libotton); (8) "Teacher Education and Communication and Information Technologies: Implications for Faculties of Education" (Bernard Cornu); and (9) "Teacher Education and Communication and Information Technologies: A Reflection on Emerging Possibilities for Collaborative Projects" (Stephen Heppell); (10) "The 'Yale Key' to Progress in Using Communication and Information Technologies: A Case Study About Introducing CIT in a Municipal School System" (Erling Schmidt); (11) "UK Case Study: Communications and Information Technology in UK Teacher Education" (Niki Davis); (12) "TELETEACHING '93: Norwegian Contributions" (Jan Wibe); (13) "Case Study: A European Multimedia Training Network for International Distance Leaning" (Leopold Reif and Stefanie Fisher); (14) "German Experiences with Communication and Information Technology for Updating Teachers in Germany (North-Rhine Westfalia)" (Rudolph Hambusch); (15) "Teacher Training and Information Technologies in Spain: Data, Experiences and Comparisons" (Carlos San Jose); (16) "The Implementation of Communication and Information Technologies in Teacher Education in the Netherlands" (Vim Veen and others); (17) "Not All Birds Are Turtles: Developing Teaching/Learning Environments in Initial Teacher Training at Comenius University" (Ivan Kalas and Andrej Blaho); (18) "Communication and Information Technologies in Teacher Education: The Experience of International Research and Training Center UNESCO/IIP at Glushkov Institute for Cybernetics" (Vladimir Gritsenko and others); (19) "CIT in Teacher Training at the Charles University in Prague: Examples from the Czech Republic" (Miroslava Cernocova and others); (20) "Hungarian Teacher Training" (Kristina Foghtuy and Beno Csapo); and (21) "The Computer: The Medium Stimulating the Development of a Teacher Education Workshop (illustrated by Geography)" (Krzystof Wozniak). (Individual papers contain references.) (JLS)

ED 410 199   SP 037 456

Tanner, Laurel N.
Dewey's Laboratory School. Lessons for Today.
PUB DATE- 97
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Curriculum Development; Demonstration Programs; Educational History; *Educational Philosophy; Educational Principles; Elementary Education; Integrated Curriculum; *Intellectual Development; *Laboratory Schools; Learning Processes; Models; *Progressive Education; Role of Education; Student Centered Curriculum; Teacher Education; Teacher Participation
IDENTIFIERS- *Dewey (John); *University of Chicago IL

This book reviews the history of the University of Chicago Laboratory School established by John Dewey in light of the current resurgent interest in the ideas and work of this

Andrews, Sharon; Clementson, John J.
Active Learning's Effect upon Preservice Teachers' Attitudes toward Inclusion.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Active Learning; Disabilities; Elementary Secondary Education; Higher Education; *Inclusive Schools; Mainstreaming; Preservice Teacher Education; *Regular and Special Education Relationship; *Student Teacher Attitudes; Student Teachers; Teacher Education Programs; Teacher Role
IDENTIFIERS- *Preservice Teachers

The purpose of this study was to determine the effect of active learning techniques and the use of supplemental literature dealing with disabilities in a required introduction to education and special education course on preservice teachers (N=67) attitudes toward inclusion. The active learning techniques included participation in simulation activities, awareness activities, role playing, problem solving, and open-ended discussions. Throughout the semester there were also field trips. Statistical analysis indicated that change in preservice teacher attitudes toward inclusion from pre- to post-survey was statistically significant. The post-survey results showed students were generally more favorable regarding inclusion but have some doubts if it benefits all students. Post-survey results also indicated that these preservice teachers were not sure if all teachers can effectively teach students with special needs and showed a concern that more than minor changes are needed to facilitate successful inclusion. The survey instrument and table of data are appended. (Contains 22 references.) (JLS)

ED 410 218 SP 037 481

Marsh, Susan Marie
Using Portfolios To Promote Reflective Thinking: The UCF Experience.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Education Majors; Elementary Secondary Education; Higher Education; *Portfolio Assessment; *Preservice Teacher Education; Student Evaluation; *Student Journals; *Teacher Education Programs; Teacher Educators; Theory Practice Relationship
IDENTIFIERS- Preservice Teachers; *Reflective Thinking; University of Central Florida

This report describes a portfolio review process used as an admission requirement for preservice teaching internships at a college of education. The study began during the fall semester of 1994 and is continuing. Data sources include formal and informal interviews, surveys, documents, and field observations. The research shows that teaching portfolios are constructive instruments for instructional improvement and authentic assessment, and that they provide a substantive catalyst for faculty professional dialogue and development. Program development occurs as faculty and peer reviewers consider selective, evidence-based information from a variety of courses taken by the preservice teachers. Student gains

ED 410 237 TM 026 913

Mikulecky, Larry; And Others
Chelsea Bank: SCANS and Workplace Knowledge.
PUB DATE- Mar 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Simulation; Cooperative Learning; Grade 8; Grade 9; Group Instruction; High School Students; High Schools; *Job Skills; Junior High Schools; Middle Schools; *Transfer of Training; Videotape Recordings; Workplace Literacy
IDENTIFIERS- *Chelsea Bank Simulations; Middle School Students; *Secretarys Comm on Achieving Necessary Skills; Student Engagement

This study of student groups working with the Chelsea Bank computer simulation concentrates on the extent to which students are involved in activities related to the Secretary's Commission on Achieving Necessary Skills (SCANS) categories and to knowledge about work place practices. Studying students using the Chelsea Bank simulations offers the opportunity to see if computer simulations can influence the way time is spent in classrooms and the extent to which learning in a simulated environment can transfer beyond that environment. In the first study, researchers analyzed samples of nonsystematically gathered videotapes of 13 groups of 3 high school and middle school students using the simulations. The second study involved the systematic gathering and analysis of videotapes of students using the Chelsea Bank scenarios and case study interviews and examples of student assignments. Two groups of three students in an eighth-grade class and two groups from a ninth-grade class were studied. The first study suggested that students using the simulations were more engaged than students in traditional classrooms, and that they were actively processing information to solve problems almost the whole time they were being taped. In the second study, in which the taping procedure was less obtrusive, similar results were seen. In both studies, students demonstrated considerable involvement with SCANS competencies in the areas of resource identification and use, interpersonal skills, information acquisition and processing, and monitoring performance and recognizing consequences of actions. Evidence for transfer of skills and information has not yet been analyzed completely but the presence of transfer has been supported. (Contains three references.) (SLD)

ED 410 238 TM 026 926

Rogers, Karen B.
The Lifelong Productivity of Terman's Original Women Researchers.
PUB DATE- Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

processes in the domain of environmental science. Sixty-nine middle school and high school students completed pretest and posttest concept maps, a relevant bookmarking measure, and a metacognitive survey. Process data was collected using computer trace data. During posttest map construction students had access to a simulated World Wide Web environment. The relevant bookmarks students used were web documents, specific universal resource locators, that helped students make at least one meaningful link between two or more concepts. Students were trained in the computer-based concept mapping software and then were given 20 minutes to construct a closed concept map about environmental science. After a tutorial in the bookmark application and the simulated Web environment, students were instructed to search the simulated Web for 40 minutes to help them improve their maps. Data are not complete for all participants due to computer crashes and data log management problems. Student performance from pretest to posttest for concept mapping scores did improve, but more exploratory information seeking behavior did not predict higher scores. Extracting relevant information from the Web resulted in higher final concept mapping scores, but high scores on metacognition did not predict high scores on the relevant bookmarks and final concept maps. There were no significant results for the use of feedback contributing to higher final concept mapping performance or a greater number of relevant bookmarks. (Contains 43 references.) (SLD)

ED 410 256 TM 027 026

Fourth-Grade Proficiency Tests: Information Guide.
PUB DATE- Aug 95
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Achievement Tests; Citizenship Education; Competence; Elementary School Students; *Elementary School Teachers; Field Tests; *Grade 4; Intermediate Grades; Literacy; Mathematics Achievement; Outcomes of Education; Reading Achievement; Resource Materials; Science Instruction; *Scoring; *Test Coaching; Test Content; Test Items; Writing (Composition)
IDENTIFIERS- *Ohio Fourth Grade Proficiency Test; Open Ended Questions

The Ohio Fourth-grade Proficiency Tests, which are described in this information guide, are designed to measure a fourth-grade level of literacy and basic competence. Proficiency tests in writing, reading, mathematics, and citizenship were implemented in March 1995, and a science assessment is planned for March 1996. These tests will be administered annually. The tests have been developed by Ohio educators and the State Department of Education. Learning outcomes were developed for each subject area and test items were written, reviewed, field-tested, and operationalized to establish the tests. Students will have a maximum of 2.5 hours to finish each test, although it is expected that each test will take about 75 minutes. The writing test is defined by nine learning outcomes in two writing activities that call for prewriting, writing, revising, and editing. Twenty learning outcomes define the reading test, items of which are based on fiction, poetry, and nonfiction. Each test form will contain multiple-choice, short-answer, and extended-response items, as do all the other proficiency tests.

DESCRIPTORS- Correlation; Educational Assessment; *Educational Change; Elementary Education; Elementary School Curriculum; Elementary School Students; Language Arts; *Performance Based Assessment; Reading Tests; *School Districts; Standardized Tests; Standards; *Test Use; *Validity
IDENTIFIERS- Authentic Assessment; Comprehensive Tests of Basic Skills

A large school district conducting a revision of its curriculum-based assessment program for grades one through six introduced performance assessments in response to a demand for more authentic assessment associated with national concerns for standards-based educational reform. This study reports validity evidence for the locally developed reading and language arts performance assessments, administered as part of the Curriculum-Based Performance Assessment (CBAP). The Comprehensive Tests of Basic Skills (CTBS) were used as the norm-referenced measure in this school system. Assessment results from third and fourth grade for over 6,000 students were used in the analysis. Correlations were determined for performance assessment and CTBS scores. Most notable were the low correlations among the performance assessment scores and CTBS and CBAP multiple choice scales. Inspection of the correlation matrices for both grades does not provide clear validity evidence for convergent or discriminant patterns. Results of this study may lead to questioning the value of performance assessments in a school district assessment program. It may be that the cost of preparing, administering, and scoring these assessments outweighs their benefits. (Contains 3 tables and 13 references.) (SLD)

ED 410 276 TM 027 079

Paul, Richard W.; And Others
Teachers of Teachers: Examining Preparation for Critical Thinking.
PUB DATE- Mar 97
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Educational Practices; Elementary Secondary Education; Higher Education; Outcomes of Education; *Problem Solving; Program Evaluation; *Teacher Education; Teacher Educators; *Thinking Skills
IDENTIFIERS- California; Sonoma State University CA; Telephone Interviews

In 1994 the Governor of California directed the California Commission on Teacher Credentialing to conduct a study of teacher preparation programs to assess the extent to which these programs prepare candidates for teaching credentials to teach critical thinking and problem-solving skills in elementary and secondary schools. With assistance from the Center for Critical Thinking at Sonoma State University, the Commission designed an interview protocol for telephone interviews with education and subject matter faculty in public and private colleges of education. A total of 140 interviews were completed, representing a 78% response rate among those contacted for an interview. Although most said that critical thinking was a primary objective of their instruction, only 19% gave a clear explanation of what critical thinking is, and only 9% were clearly teaching for critical thinking on a typical class day. Fifty percent of those interviewed said that they

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Affective Behavior; *Causal Models; *College Students; Foreign Countries; Higher Education; Learning; *Self Concept; Structural Equation Models
IDENTIFIERS- *Chinese People; *Hong Kong

This study investigates the interrelationships of academic causal attributions, academic self-concept, learning approaches, and their effects on academic achievement among Hong Kong Chinese tertiary students. It was hypothesized that academic causal attributions and academic self-concept affect the learning approaches students adopt and subsequently influence achievement outcomes. Structural equation modeling was used to clarify the interrelationships of these variables and their relative contributions to academic achievement. The participants were 162 first-year full-time Hong Kong Chinese university students. Results show that, as predicted, both academic causal attributions and academic self-concept have direct effects on students' learning approaches that in turn influenced their academic achievement. (Contains 2 figures, 4 tables, and 90 references.) (Author/SLD)

ED 410 294 TM 027 148

Furukawa, James M.
Gender and Capacity Effects on Achievement before and after CPC Way of Individualizing Learning.
PUB DATE- Aug 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Cognitive Processes; *Elementary School Students; Grade 6; Intermediate Grades; *Sex Differences; Teaching Methods

This study considered the effects of gender and cognitive processing capacity on achievement of students at an intermediate school. The capacity test developed by J. M. Furukawa (1970, 1977), which requires examinees to recall word pairs immediately after a brief exposure, was modified for use with these students. The test was adopted because it is the basis for a "CPC" model of teaching and learning that has been shown to improve achievement of college students. The model asks students to personalize learning by processing units of information in quantities that match their capacities (C) from a pyramid (P) of knowledge or a study outline with a base of relatively simple concepts or stimuli and a superordinate concept that subsumes the others. Students are asked to chunk (C) these concepts into a meaningful whole. The field study involved 236 students, half of whom learned the CPC approach in grade 6. When the students were taught this way of adjusting learning to capacity, scores on academic skills measured by the Stanford tests increased, and this increase reduced the advantage shown by girls in the nonCPC group. The CPC approach served as an equalizer for lower capacity males and females by highlighting key information for mastery. Implications for instruction in the intermediate grades are discussed. One appendix presents the capacity test and the other gives two teaching examples. (Contains 1 figure, 1 table, and 10 references.) (SLD) elements needed for reporting and a review of indicators in other NCES. Indicators for which data elements are needed were then identified and screened through criteria developed at the beginning of the process. These criteria are related to the timeliness, reliability, and validity of data collected. The following areas not addressed in the original "Basic Data Elements" document are briefly reviewed: (1) sources of data; (2) level of data collection; (3) feasibility of collecting measurable data; (4) subjective data; and (5) complexity of issues involved. Recommendations are made for future action at federal, Forum, state, and local levels. In general, these recommendations center on the dissemination and integration of these data elements. Five appendixes list indicator reports reviewed, the indicators considered, key questions, and the basic data elements for student and staff reports. (SLD)

ED 410 313 TM 027 663

Salvucci, Sameena; Walter, Elizabeth; Conley, Valerie; Fink, Steven; Saba, Mehrdad
Measurement Error Studies at the National Center for Education Statistics.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 97
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Analysis; Data Collection; Elementary Secondary Education; *Error of Measurement; Evaluation Methods; *Information Dissemination; National Surveys; *Reliability; *Research Methodology; *Sampling; Validity
IDENTIFIERS- Educational Indicators; Multiple Measures Approach; *National Center for Education Statistics

This report provides an overview of a selection of measurement error studies conducted on National Center for Education Statistics (NCES) surveys. Its intent is not to offer new analyses of program data, but to summarize information from internal memoranda, working papers, and adjudicated reports about errors of measurement that occur during five phases of survey operations: sample selection; data collection; data processing; estimation and analysis; and dissemination of results and postsurvey evaluation. The report illustrates the diversity of NCES efforts in this area and focuses on the major national surveys NCES conducts. The emphasis of the review is on reinterview studies, but other types of empirical studies of measurement error are discussed, including multiple indicators studies, record check studies, and cognitive studies. The following chapters are included: (1) "Introduction and Overview"; (2) "Profile of NCES Reinterview Studies"; (3) "Reinterview Studies: Simple Response Variance and Response Bias"; (4) "Reinterview Studies: Reliability and Validity"; (5) "Multiple Indicators' Studies"; (6) "Record Check Studies"; (7) "Cognitive Studies"; and (8) "Summary." An appendix presents a summary of a reinterview study on mode effects for the 1990-91 Schools and Staffing Survey. (Contains 60 tables, 1 exhibit, 31 figures, 4 tables in the appendix, and 102 references.) (SLD)

ED 410 314 TM 027 665

The National Forum on Education Statistics. Policies and Procedures Manual.
PUB DATE- Jul 97

adolescent are compared to the adolescent's self-reported involvement in delinquent behavior described on a scale developed for the study. A sample of 80 Latino families was used, controlling for socioeconomic status, gender, age, and nation of origin. Results show no significant correlation between the level of delinquency and cultural disparity across generations. Males did tend to score significantly higher on the delinquency scale than females did, but this finding was expected. Implications for prevention of delinquent behavior are discussed, and suggestions are provided for further research. (Contains 13 references.) (Author/SLD)

ED 410 331 UD 031 821

Rodney, H. Elaine; And Others
Predictors of Alcohol Drinking among African-American Adolescents.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Alcoholic Beverages; *Black Youth; *Drinking; *Parent Child Relationship; *Prediction; Self Esteem; Urban Youth
IDENTIFIERS- African Americans; *Children of Alcoholics

This study sought to investigate the factors that predict alcohol drinking among African-American children of alcoholics (COA). The instruments used were: (1) the Children of Alcoholics Screening Test (J. Jones, 1981); (2) the Adolescent Alcohol Involvement Scale (J. Mayer and W. Filstead, 1979); and (3) the New York Self-Esteem Scale (M. Rosenberg, 1965). Participants were 649 adolescents, aged 12 to 19, 42% male, who were recruited from youth-serving organizations. Fifty-two percent of these adolescents were alcohol drinkers, and 15% of these misused alcohol, representing only 2.3% of the overall sample. One out of four adolescents was classified as COA, representing 27% of the alcohol users. Age, self-esteem, and being COA were strong predictors of alcohol drinking. Gender did not have any bearing on being COA, and the effect of gender on drinking was the same for COAs and nonCOAs. The proportion of COAs involved in drinking was significantly higher for COAs. In fact, age, self-esteem, and the status of COA/nonCOA were predictors of alcohol involvement. (Contains 3 tables and 33 references.) (Author/SLD)

ED 410 332 UD 031 822

Al-Fadhli, Hussain M.; Smith, James Curtis
Assessing the Impact of Violence on Motivation for Parenthood among Blacks and Whites.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; *Child Rearing; Cultural Differences; Life Events; *Motivation; *Parents; Sex Role; Socioeconomic Status; Urban Areas; Values; Victims of Crime; *Violence; Whites
IDENTIFIERS- *African Americans; *Parenthood

Whether there is a relationship between violence-related variables and the motivation for parenthood was studied, and the difference between African Americans and Whites in terms of their motivation for parenthood and in relation to violence related variables and other structural and cultural factors was one's teaching, and the potential of classroom communications. This paper traces the experiences of a 6th-7th grade science and social studies teacher trying to adopt and integrate an electronic network in a classroom in a small rural community. The paper highlights techniques that were successful, barriers to the adoption of electronic networks in the classroom, and lessons learned from the experience. (Author/SWC)

ED 409 890   IR 018 516

Flanagan, Robin C.; Black, John B.
Unintended Results of Using Instructional Media, Part II: Learning from a Computer Simulation.
PUB DATE- 97
NOTE- 6p.; For related report, see ED 394 514.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comprehension; Computer Assisted Instruction; *Computer Uses in Education; Grade 3; *Knowledge Representation; Learning Activities; *Learning Processes; Primary Education
IDENTIFIERS- *Abacuses; Interactive Learning Process Model

Computer-based learning environments are proliferating in an effort to make more resources available to more students in more timely and individualized ways without overtaxing diminishing budgets. Many computer-based learning environments are designed to facilitate meaningful interaction, however, interactivity is only one of the factors that distinguishes the medium-based learning experience from a direct learning experience. The assumption in computer-based learning environments is that the understanding gained will transfer to situations in which the knowledge will be used. A study was conducted to determine if students learning from a physical, wooden abacus would be able to perform better (faster and more accurately) than students learning from a computer- simulation of an abacus. Third graders from public schools were divided into four groups and tested on interacting with a physical abacus, interacting with a computer simulation of an abacus, watching a physical abacus, and watching a computer simulation of an abacus. After instruction and practice, students were tested on their ability to use a physical abacus. Recognition test results were the same for the two groups (physical abacus versus computer simulation). The students who learned on the wooden abacus had an advantage in time and accuracy over the students who learned from the computer simulation. When asked to extrapolate what they had learned to a more advanced domain (adding), the students who learned on the wooden abacus had a more solid foundation for this than those who learned on the computer simulation. (Contains 16 references.) (SWC)

ED 409 891   IR 018 517

Getting Online: A Friendly Guide for Teachers, Students, and Parents.
PUB DATE- 97
NOTE- 8p.; Twelve panel brochure.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Bibliographic Records; Cataloging; *Guidelines; Information Technology; Integrated Library Systems; Library Acquisition; *Library Administration; *Library Automation; Library Catalogs; Library Circulation; Library Materials; *Library Standards; *Library Technical Processes; Public Libraries; State Libraries
IDENTIFIERS- *Texas

This publication provides standards and guidelines addressing a variety of issues in the area of library automation in Texas. In addition to the core elements of a library automated system (public access catalog, cataloging, circulation, acquisitions, and serials), remote access, imaging, and full-text document management are included. This document provides guidance for librarians in Texas in evaluating library technology. The standards address only a limited number of topics, and are not sufficient by themselves for developing a comprehensive set of specifications. The standards and guidelines are divided into six categories: (1) Applicability; (2) Planning; (3) Bibliographic Record Creation; (4) Machine-Readable Records; (5) The Bibliographic Database; and (6) The System. (Author/SWC)

ED 409 910 IR 056 433

Texas Public Library Summary for 1994.
PUB DATE- 95
NOTE- 36p.; For 1993 Summary, see ED 386 193.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Library Circulation; *Library Expenditures; Library Funding; *Library Services; *Library Statistics; Library Surveys; *Public Libraries; Reference Services; Tables (Data)
IDENTIFIERS- *Texas

This volume is the second annual Texas Public Library Summary. It contains information as submitted by local public libraries on their 1994 Annual Report forms. The contents include: analytical tables; statistical summary overview; operating and materials expenditures adjusted for inflation; Texas library per capita data compared to U.S. averages; operating income per capita; income and percent of population served by type of library; salary and staffing data; number of public libraries by state; public library income from all sources; 1993 operating expenditures by state; direct expenditures per capita; circulation per capita; reference transactions per capita; and rank order of Texas public libraries by population served. Results show that Texas libraries improved in some key categories from 1993 to 1994. Income and expenditure increased in all categories. Library visits increased by approximately 5% and reference transactions per capita increased 7.7%. Libraries added a total of 159 new paid staff positions in 1994, 35 of which were MLS librarians. Several other measures showed their first decline in several years. Circulation per capita declined almost 5%, and the number of book items per capita and total items decreased. While spending has increased in Texas public libraries from 1985 to 1994, the increases have not kept pace with inflation. Texas trails the nation in library support,

Community Colleges: What It Means Today. New Directions for Community Colleges Number 95," edited by James C. Palmer and Stephen G. Katsinas; see ED 400 881.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; Continuing Education; Educational Needs; Graduate Study; Higher Education; *Leadership Responsibility; *Leadership Training; *Postsecondary Education as a Field of Study; Professional Development; *Teacher Role; Two Year Colleges
IDENTIFIERS- ERIC Digests

Between 1960 and 1975, demands for competent two-year college administrators led many universities to develop specialized leadership programs or to incorporate leadership development curricula into existing programs. The skills needed to maintain and improve a system, however, are not necessarily the same as those that were required to establish it. Moreover, changes in the community college student body, technological expansion, and new demands from the labor force are changing the role of community college leaders. Graduate and continuing education programs for college leaders, therefore, should adjust their aims in order to respond to the changing environment. In these programs it is the faculty who are responsible for shaping and training new leaders. These faculty should consider incorporating the following principles into their graduate programs: understanding organizations as cultures, recognizing the importance of multiculturalism, embracing democratic practices, understanding the difference between compliance and empowerment, and creating opportunities for underrepresented graduate students. Efforts to strengthen the writing and analytic abilities of future administrators are also essential. Finally, in addition to these university-based programs, professional associations have taken on the role of continuing education for college leaders, providing programs that seek to strengthen interpersonal and technical competencies and focus on such current issues as administrative ethics, sexual harassment, collective bargaining, and conflict resolution. (HAA)

ED 409 930   JC 970 394

Summers, Michael D.
Improving Student Learning--The Impact of State and Accreditation Standards.
PUB DATE- Apr 97
NOTE- 39p.; Paper presented at the Annual Conference of the American Association of Community Colleges (77th, Anaheim, CA, April 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Accreditation (Institutions); Administrator Attitudes; College Planning; Community Colleges; *Educational Improvement; *Educational Practices; Educational Quality; *Institutional Mission; Mission Statements; Organizational Development; Standards; Strategic Planning; Teacher Attitudes; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Illinois

Discussing an increased emphasis on accountability and assessment of student learning in the Illinois community colleges, this paper reviews efforts by two community colleges to improve of Missouri, University of California, University of Virginia, and Quebec's McGill University (Canada); and five New Jersey county college programs at Camden County College, Cumberland County College, Middlesex County College, and Gloucester County College, as well as New York's Dutchess County College. Based an analysis of these ERIPs, a two-track program was recommended for MCCC that would offer faculty the option to accept immediate early retirement (Plan A) or a transitional approach of reduced workload from one to six semesters (Plan B). The recommended program also contained the following characteristics: (1) faculty should be 55 years or older and have completed 25 years of service at the college to participate; (2) they should have a 3-month window in which to choose to participate; (3) Plan A would provide 2% of the final year's salary times the number of years employed, while Plan B would allow faculty to teach half load at 60% of salary; and (4) other incentives would include life-time health benefits, Internet access, and free tuition and fees. Contains 13 references. (BCY)

ED 409 949 JC 970 413

Signorelli, Anthony
Has Collective Bargaining Damaged Shared Governance?
PUB DATE- Jun 97
NOTE- 15p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 970 402.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Collective Bargaining; College Administration; Community Colleges; *Governance; *Organizational Climate; Participative Decision Making; *Teacher Administrator Relationship; Two Year Colleges; *Unions
IDENTIFIERS- Union County College NJ

At Union County College, in New Jersey, faculty collective bargaining was established in 1975, in response to a sense among faculty that they were no longer adequately involved in decision making at the college. While the first few negotiations went smoothly, in 1979 and 1980 faculty went on strike over the administration's decision to increase class sizes. Although since then the relationship between faculty and administration appears cordial on the surface, there has been some deterioration. Recently, the administration has begun applying its own unique interpretation to contract provisions that had previously been ignored and has been more willing to settle disputes through outside arbitrators, rather than through informal negotiations. The collective bargaining process seems to have intensified the division between faculty and administration, affecting the climate of shared governance. Although some researchers have claimed that the process actually helps achieve the goal of shared governance, collective bargaining by its very nature and its roots in the industrial world creates antagonism and results in written, stated duties and limitations for both parties. Although faculty focus can be narrowed by unions and agreements, ultimately what is important is that faculty and administrators share a willingness to cooperate and compromise in a productive rather than an adversarial manner. (BCY)

ED 409 950 JC 970 414

comparison of 1994, 1995, and 1996 graduates. (TGI)

ED 409 967 JC 970 432

Abood, Nancy V.; And Others
Community College of Rhode Island: Annual Report, 1996.
PUB DATE- Feb 97
NOTE- 44p.; For the 1992-93 report, see ED 361 052. Photographs that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *College Faculty; College Graduates; College Transfer Students; Community Colleges; Educational Finance; *Enrollment; Higher Education; Program Descriptions; *School Statistics; *Student Characteristics; Student Financial Aid; Tables (Data); Tuition; Two Year Colleges
IDENTIFIERS- *Community College of Rhode Island

This 1996 annual report describes major initiatives and outcomes for students, programs, faculty and staff, and finances at Community College of Rhode Island (CCRI). Following a message from the President reviewing priorities for 1996, CCRI initiatives are described related to workforce development, including customized programs, a telecommunications partnership, curriculum development, and entrepreneurial training; technological development; transfer programs, including a list of articulation agreements with other institutions; grants and contracts; facility use; special events; and athletics. Data are then presented for the following areas: (1) CCRI programs of study; (2) student characteristics, including gender, age, ethnicity, and residency status, 1992-93 to 1996-97; (3) fall enrollment, 1976 to 1996; (4) responses to a survey of incoming students conducted in summer and fall 1995; (5) full-time and part-time student enrollment data, 1992-93 to 1996-97; (6) enrollment in off-campus credit and Center for Business and Industrial Training courses, fall 1994 to fall 1996; (7) a survey of the employment and educational status of 1995 graduates; (8) CCRI transfers enrolling in other Rhode Island educational institutions, 1991-95; (9) enrollment in non-credit courses, 1991-92 to 1995-96; (10) total headcount enrollments by program, 1992-93 to 1996-97; (11) degrees and certificates awarded by program, 1991-92 to 1995-96; (12) 1996 faculty characteristics, including degrees held, rank, and years of service; (13) 1996 staff characteristics; (14) tuition and fees, 1970-71 through 1996-97; (15) general education revenues and expenditures, 1979-80 to 1995-96; and (16) student financial aid awards by funding source, 1993-94 to 1995-96. (PAA)

ED 409 968 JC 970 433

Hancox, David R.
Borough of Manhattan Community College, Report 96-T-3.
PUB DATE- Jun 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Audits (Verification); Community Colleges; *Compliance (Legal); Educational Finance; *Eligibility; *Financial Audits; *Financial Support; Full Time Students; Inspection; *Residence Requirements; Student

representative of a wide range of socioeconomic, racial and cultural backgrounds. Results indicated several factors that can increase parent participation, including: (1) schedule-accommodating meetings; (2) workshops on homework, social and academic development, and volunteer services in the classroom; (3) communication on class activities; (4) communication with the administrators, (5) opportunities for parents to discuss common issues together; (6) meaningful participation; and (7) consistent integration of multicultural education. Based on these results, it was suggested that parents tend to stay away from volunteering or becoming involved for many reasons, but mainly because the teachers are apparently not effectively trained to involve the diverse families found in today's schools. Most parents view home and school as a partnership; they need teachers to welcome the partnership. (AA)

ED 409 986 PS 025 561

Jones, Michael R.; Hansen, Carl
Caregiving Behaviors which Predict Adjustment of Children Raised by Grandparents.
PUB DATE- 12 Aug 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adoption; Child Custody; *Child Rearing; Comparative Analysis; *Emotional Adjustment; Family Problems; Family Relationship; *Grandchildren; *Grandparents; Kinship; Predictor Variables; *Social Adjustment; Social Support Groups
IDENTIFIERS- *Grandparent Grandchild Relationship; Grandparent Responsibility; *Grandparents as Parents; Grandparents as Parents; Kinship Foster Care; Placement (Foster Care)

This study explored the appropriateness of kinship care placements by examining the adjustment of 46 children, most of whom were Caucasian, in their grandparents' care. Members of support groups for grandparents who are raising grandchildren were solicited for participation in the study. All participants were the primary caregivers of at least one grandchild between the ages of 5 and 18 years and all resided in southern California. Each of the participants completed the Child Behavior Checklist (CBCL), the Parenting Dimensions Inventory (PDI) and a family demographic questionnaire. Measures of child adjustment and the caregiving behavior of grandparents were correlated. The results suggested that caregiving behavior high in nurturance and structure with moderate expectations for child behavioral control distinguished children with few behavior problems from those less well adjusted. Approximately 85 percent of children in the study demonstrated behavior problem frequencies below clinically significant levels, suggesting that placement of children with grandparents is a highly desirable alternative to other forms of foster care. This finding compares favorably with the 90 percent expectation for the general population, suggesting that despite numerous risk factors in these children's histories, they can, and often do, make satisfactory adjustments. (Contains 28 references.) (Author/AA)

ED 409 987 PS 025 570

Pillemer, Karl; And Others
Project EASE Leader's Guide.

determined whether some of these practices could be replicated, and reviewed the training and technical assistance provided by the USDA. Information was obtained primarily through interviews with officials from the USDA, four of the Food and Consumer Services' regional offices, states and local areas, the American Commodity Distribution Program, and the American School Food Service Association. Findings indicated that states and SFAs have developed several best practices for managing and operating school meal programs, including: (1) a computerized system to improve commodity-ordering efficiency; and (2) cooperative purchasing programs to buy food and nonfood items at competitive prices. The USDA has implemented a pilot project using the Department of Defense's national infrastructure to purchase fresh produce and improve the nutrition of school meals. Not all best practices may be suitable for all states and SFAs because of such factors as the size and location of the state or SFA. The USDA's recent training and technical assistance has focused on providing information on new dietary guidelines to school food service personnel. It was recommended that best practices be identified and encouraged and that training and technical assistance be provided to successfully replicate best practices in other states and SFAs. (Project descriptions and comments from the food and consumer service are appended.) (KDFB)

ED 410 003 PS 025 619

Lively, K. L.; Kleine, Paul F.
The School as a Tool for Survival for Homeless Children.
PUB DATE- 96
NOTE- 98p.; This book is part of the series, "Children of Poverty: Studies on the Effects of Single Parenthood, the Feminization of Poverty, and Homelessness," edited by Stuart Bruchey.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Case Studies; *Children; *Educational Needs; *Elementary Secondary Education; *Homeless People; Program Evaluation; Program Implementation; Student Attitudes; Systems Approach; Teacher Attitudes
IDENTIFIERS- Bronfenbrenner (Urie); Ecological Perspective; Oklahoma (Morgan County)

This study used an ecological perspective to examine the development and implementation of Hopeful Horizons, a program designed to serve the educational needs of homeless children in Morgan County, Oklahoma. Information was collected through journals, observations, key informant interviews, surveys of administrators and staff, and psychological assessments of the children. Program components were education, social services and health, counseling, parent, and volunteer. Analyses indicated that: it was difficult to find time to develop individualized educational programs; volunteers were often not available; an additional counselor and social work assistant were needed to fulfill the social component; receiving schools were oppositional to receiving homeless students; the speech language pathologist position was eliminated because of difficulties in delivering services; and the counselor position was not filled for 2 years. In addition, parental difficulties limited parents' participation. Without personnel to recruit and train volunteers, only 5 volunteers were involved in the first 2 years of the program. About 400 children were served by the program. Points of contention among staff included the shifting program, whether to include emancipated youth, agency

Comparison Study through Age 23. Monographs of the High/Scope Educational Research Foundation, Number Twelve.
PUB DATE- 97
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; Followup Studies; Longitudinal Studies; Models; Nursery Schools; *Outcomes of Education; *Preschool Curriculum; Preschool Education; Program Evaluation; *Young Adults
IDENTIFIERS- Direct Instruction; *High Scope Model; High Scope Preschool Curriculum Study

This monograph presents the methods and results of the High/Scope Preschool Curriculum Comparison Study through Age 23, which compares the relative effectiveness of three preschool curriculum models: (1) direct instruction; (2) traditional nursery school; and (3) High/Scope. Part 1 of the monograph provides an overview of the study and surveys other curriculum comparison studies, especially those addressing antisocial behavior. Part 2 describes the study's methodology, including sample selection, assignment to and comparability of curriculum groups, common program characteristics, the curriculum models, documentation, instrumentation and data collection, data analysis techniques, and methodological criticisms and responses. Part 3 presents findings related to schooling, family, economic status, personal and community activities, and misconduct and crime. Findings indicate that the nursery school and High/Scope groups had significant advantages over the direct instruction group at age 23, with significantly fewer felony arrests, fewer years of special education for emotional impairment, and more members doing volunteer work. In comparison to the direct instruction group, the High/Scope group aspired to higher levels of education, and had more members living with their spouse, while the nursery school group ranked lower in number of suspensions from work. In comparison with each other, neither the High/Scope group nor the nursery school group showed a clear pattern of advantages at age 23. Part 4 addresses implications of the study findings, including direct instruction's teacher-dominated instructional practices and its failure to prevent crime. Commentaries by Rolf Loeber, George Morrison, Kathy Sylva, and Valora Washington are appended. Contains approximately 85 references. (KDFB)

ED 410 020 PS 025 660

Knitzer, Jane; Bernard, Stanley
Map and Track: State Initiatives To Encourage Responsible Fatherhood.
PUB DATE- 97
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Support; *Children; Employed Parents; Family Financial Resources; Father Attitudes; *Fathers; Incidence; Parent Child Relationship; *Parent Responsibility; Parent Rights; Parent Role; Policy Formation; Social Indicators; *State Programs; State Surveys; Statistical Surveys; Tables (Data)
IDENTIFIERS- Child Support Enforcement; Indicators; Public Awareness; State Policy; State Role

PUB DATE- Jan 97
NOTE- 282p.; For related document, see ED 386 328.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adults; Disadvantaged Environment; Disadvantaged Youth; *Early Childhood Education; Family Characteristics; *Family Literacy; Family Needs; Family Programs; Integrated Services; Intervention; Language Acquisition; Literacy; *Literacy Education; *Parent Education; Parenting Skills; Parents; Preschool Children; Program Effectiveness; Program Evaluation; Program Implementation; *School Readiness; Services
IDENTIFIERS- *Even Start

Even Start is a family-centered national literacy program whose goal is to break the cycle of poverty and illiteracy by expanding the educational opportunities available to low-income families with limited educational experiences. To reach this goal, all Even Start projects provide services in each of three core areas: adult education, parenting education, and early childhood education. As part of the second national evaluation of Even Start, this report focuses on data for the 1994-95 program year, relating results to previous program years where appropriate. The report addresses changes in the characteristics of participating families, the kinds and intensity of services provided and received, and the results of participation for parents and children. The 10 chapters discuss: (1) program background and organization of the report; (2) components of the previous and current national evaluations, including an overview of the findings from the previous evaluation and research questions guiding this evaluation; (3) characteristics of program participants; (4) descriptions of educational and support services Even Start projects offer to the participating families; (5) the extent of participation by Even Start families in the services offered; (6) characteristics of families most in need and the extent of their participation in the Even Start program; (7) educational and developmental outcomes of Even Start participants; (8) the potential influence of various project characteristics and service delivery practices on participants' educational progress; (9) how the program is implemented; and (10) a summary of key findings. This summary notes that the Even Start program has undergone a steady expansion in the size and the areas of service delivery and that there are preliminary indications that Even Start services are helping to improve parents' academic skills and children's language development. (Contains 29 references and appendices containing Even Start legislation and additional data tables.) (LPP)

ED 410 038 PS 025 714

DiGuido, Diana L.; And Others
Positive Social Interaction Strategies.
PUB DATE- May 97
NOTE- 83p.; Action Research Project, Saint Xavier University and IRI Skylight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Check Lists; *Conflict Resolution; *Interpersonal Competence; *Intervention; Observation; Primary Education; Program Effectiveness; Program Evaluation; Self Esteem; Social Behavior; Social Development; Student Attitudes
IDENTIFIERS- Attitude Toward School

ED 410 058 PS 025 738

Curriculum Handbook for Parents, 1997-1998. Catholic School Version. Grade 9.
PUB DATE- 97
NOTE- 44p.; For other handbooks in the "Curriculum Handbook for Parents, Catholic School Version" series, see PS 025 730-737.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Catholic Schools; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 9; Health Education; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 9 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Education "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate when they have completed the Grade 9 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education";(3) "Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Physical Education"; (8) "Health and Personal Life Skills"; (9) "Complementary Courses," including Career and Technology Studies, Fine and Performing Arts, and Languages Other Than English; and (10) "French Immersion." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 410 059 PS 025 741

Bell, Mary; And Others
Improving Primary Level Interpersonal Skills through Conflict Resolution, Cooperative Learning and Children's Literature.
PUB DATE- May 97
NOTE- 100p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Change; *Childrens Literature; *Conflict Resolution; *Cooperative Learning; Elementary School Students; *Interpersonal Competence; Interpersonal Relationship; Intervention; *Primary Education; Problem Solving; Program Evaluation; Social Behavior; Social Development; Teacher Surveys
IDENTIFIERS- Teacher Journals

This research project devised and evaluated a program for improving primary grade students' interpersonal skills to reduce their inappropriate behaviors when interacting with others. Teacher surveys, journals and observations of children's behavior were used to document poor interpersonal

Applied to Implementation of the School and Library Discount Matrix in Section 254 of the Telecommunications Act of 1996.
PUB DATE- 15 Apr 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Elementary Secondary Education; *Equal Education; *Federal Legislation; Libraries; Lunch Programs; Policy Analysis; Poverty; *Public Policy; Rural Schools; Rural Urban Differences; School District Wealth; *School Districts; Tables (Data); Telecommunications
IDENTIFIERS- Access to Services; Affordability; Rural Policy Research Institute; *Telecommunications Act 1996; *Telecommunications Policy

This document aims to assist understanding of the Telecommunications Act of 1996 and to insure the implementation of a school discount methodology that is rational, equitable, and methodologically defensible. Based on a merged database containing data from 8,814 schools, 5,670,452 students, and 18 telecommunication companies in 7 states, this document addresses four issues. Concerning the first issue, the effect of the proposed discount methodology on schools in various localities, analyses indicate that the failure of the proposed discount matrix to take cost of service into account at free or reduced-price lunch levels above 50 percent unfairly penalizes those districts with high telecommunications rates (usually rural districts). Multiple problems were found with the second issue, whether the use of free/reduced-price lunch percentages at the school building level is an equitable means of determining relative school (or district) wealth, i.e., ability to pay. Its use may be warranted because it has the advantage of year-to-year currency, immediate availability, and appropriateness at the school building level, but three alternative methods for determining discounts are offered. Regarding the third issue, whether the school or the district should be the unit of analysis in determining discount percentages, "school" was found to be preferable, with two exceptions that are discussed. For the fourth issue, which data should be used to determine the cost-of-service factor in the proposed discount matrix, the report recommends that the unseparated loop costs of incumbent local exchange carriers be used as the criteria for determining cost-of-service area. Contains 19 tables and notes on methodology. (TD)

ED 410 077 RC 021 090

Critical Rural Considerations Regarding Joint Board Recommendations to the FCC Concerning Section 254 of the Telecommunications Act of 1996, P97-4.
PUB DATE- 8 Apr 97
NOTE- 19p.; For a summary of recommendations to the FCC by the Federal-State Joint Board on Universal Service, see RC 021 092.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Elementary Secondary Education; *Federal Legislation; *Financial Support; Geographic Isolation; Health Facilities; Internet; Libraries; Policy Analysis; Poverty; *Public Policy; *Rural Areas; Rural Schools; Rural Urban Differences; School Districts; *Telecommunications
IDENTIFIERS- *Access to Services; Affordability; Rural Policy Research Institute; *Telecommunications Act 1996;

adaptation to life in the United States. These immigrant youths are 16-20 years old and include both legal and illegal immigrants, high school students and dropouts, and permanent immigrants and those planning to return to Mexico. An introduction gives a brief overview of Mexican history, the history of Mexican immigration to the United States, and the Mexican economic and social conditions that have driven emigrants to seek opportunity in a new country. The narratives discuss the experience of crossing the border illegally; the youths' personal, family, and financial problems; the desire to finish school frustrated by the need to work; aspirations to attend college; student interests and hobbies; comparisons between Mexican and U.S. schools; problems learning English; pride in being bilingual; reminiscences of life on an American Indian reservation in Mexico; gang membership and problems with the law; dating; racism; and family life. This book includes photographs, a glossary, a reading list, and an index. (SV)

ED 410 093   RC 021 127

Moore, John H., Ed.
The Political Economy of North American Indians.
PUB DATE- 93
NOTE- 363p.; Based primarily on papers presented at the International Congress of Anthropological and Ethnological Sciences (12th, Zagreb, Yugoslavia, 1988).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- American Indian Education; *American Indian History; American Indian Reservations; *American Indians; Canada Natives; *Capitalism; Economic Development; *Economic Factors; Ethnography; *Federal Indian Relationship; Foreign Countries; Intellectual Disciplines; Labor Economics; Marxian Analysis; *Public Policy; Vocational Education; Working Class
IDENTIFIERS- Canada; *Political Economics; United States

This book presents 12 papers that proceed from the idea that Native American history in the United States and Canada is best understood not as an Indian-European cultural conflict but as an economic conflict between communal and capitalist modes of production. Three chapters are of particular educational interest. "Political Economy in Anthropology" (John H. Moore) traces the history of political economy as an academic discipline, and discusses the utility of the political-economic perspective for encouraging interdisciplinary academic approaches to the book's anthropological themes. "Learning To Labor: Native American Education in the United States, 1880-1930" (Alice Littlefield) discusses changes in vocational education in federal Indian boarding schools as the U.S. economy changed, 1880-1930, and argues that "proletarianization" better characterizes federal Indian policy aims than does assimilation. "Autonomy and Constraint: The Household Economy on a Southern Ontario Reserve" (Max J. Hedley) describes subsistence agriculture and other family economic survival strategies in the 1920s-1930s, and discusses the role of Indian youth in these strategies and their related informal education and training. Other chapters are: "The Political Economy of Lakota Consciousness" (Thomas Biolsi); "Health Patterns and Economic Underdevelopment on the Northern Cheyenne Reservation, 1910-1920" (Gregory R. Campbell); "Natives and the Development of Mercantile Capitalism: A New Look at 'Opposition' in the Eighteenth-Century Fur Trade" (Bruce Alden Cox); "Symbiosis, Merger, and War: Contrasting Forms of Intertribal Relationship among Historic Plains activities or flow of the classroom. The text of the booklet is based on spoken comments made by various people as they watched the video. The booklet's intent is not to be a verbatim transcript, but rather to capture the viewer's reactions to the classroom. (JRH)

ED 410 116 SE 060 525

A Fourth-Grade Math Lesson with Dwight Cooley. School Development Library. Multimedia.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 48p.; The videotape component of this multimedia package is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (for Teacher) (052),Non-print Media (100)
DESCRIPTORS- Cooperative Learning; Educational Strategies; Evaluation; Grade 4; Intermediate Grades; Learning Activities; *Mathematics Instruction; Problem Solving; Teaching Guides; Teaching Methods

Items in the North Central Regional Educational Laboratory's (NCREL) School Development Library series are multimedia packages consisting of print, video, and CD-ROM resources designed to support educators in their efforts to improve classroom instruction. This particular set consists of a 40-minute video and a printed booklet focusing on Dwight Cooley, a fourth-grade teacher. The video of his classroom shows him teaching a math lesson based on authentic tasks and collaborative learning. Dwight places an emphasis on the problem-solving process, thus students are obliged to explain their strategies in both large and small groups. It is actual footage of a fourth-grade classroom and is divided into 18 events, each division representing a change in the activities or flow of the classroom. The text of the booklet is based on spoken comments made by various people as they watched the video. The booklet's intent is not to be a verbatim transcript, but rather to capture the viewer's reactions to the classroom. (JRH)

ED 410 117 SE 060 526

A Fifth-Grade Math Lesson with Linda Hallenbeck. School Development Library. Multimedia.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 40p.; The videotape component of this multimedia package is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (for Teacher) (052),Non-print Media (100)
DESCRIPTORS- Cooperative Learning; Educational Strategies; Evaluation; Grade 5; Intermediate Grades; Learning Activities; Mathematics Instruction; Probability; *Problem Solving; Relevance (Education); Teaching Guides; Teaching Methods; Thinking Skills

Items in the North Central Regional Educational Laboratory's (NCREL) School Development Library series are multimedia

Westley, Joan; Melton, Holly
Across America. Windows on Social Studies: Multicultural Adventures through Literature.
PUB DATE- 94
NOTE- 64p.; For related items in the same series, see SO 027 334-339.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Elementary Education; Language Arts; Language Enrichment; *Multicultural Education; *Social Studies; Teaching Guides; *Thematic Approach

This resource book is one in a series containing lesson plans for grades 1-3 designed to support children's literature books sharing familiar social studies themes. "Across America" presents eight different children's books related to the theme. For each book social studies concepts are presented, followed by four activities called "windows." Some of these activities are cooking, making music, performing drama, creating art, and constructing landscapes and maps. These allow for discussion and comparison by the students of the lives of diverse people, past and present. A word bank, follow-up questions, and a synthesis section allow students to process information about the story characters and their own lives. Illustrations and a materials list conclude each activity section. The background readings used in this resource book include: (1) "Just Plain Fancy" (Patricia Polacco); (2) "Angel Child, Dragon Child" (Michele Maria Surat); (3) "Annie and the Old One" (Miska Miles); (4) "Tar Beach" (Faith Ringgold); (5) "Three Stalks of Corn" (Leo Politi); (6) "How My Parents Learned to Eat" (Ina Friedman); (7) "Shaker Lane" (Alice and Martin Provensen); and (8) "Ragtime Tumpie" (Alan Schroeder). (EH)

ED 410 138 SO 027 339

Westley, Joan; Melton, Holly
Around the World. Windows on Social Studies: Multiculutural Adventures through Literature.
PUB DATE- 94
NOTE- 65p.; For related items in the same series, see SO 027 334-338.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Elementary Education; Global Education; Language Arts; Language Enrichment; *Multicultural Education; *Social Studies; Teaching Guides; *Thematic Approach

This resource book is one in a series containing lesson plans for grades 1-3 designed to support children's literature books sharing familiar social studies themes. "Around the World" presents eight different children's books related to the theme. For each book social studies concepts are presented, followed by four activities called "windows." Some of these activities are cooking, making music, performing drama, creating art, and constructing landscapes and maps. These allow for discussion and comparison by the students of the lives of diverse people, past and present. A word bank, follow-up questions, and a synthesis section allow students to process information about the story characters and their own lives. Illustrations and a materials list conclude each activity section. The background readings used in this resource book include: (1) "A Balloon for

(051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architects; *Architectural Education; *Architecture; Art Education; Class Activities; Elementary Education; Field Trips; Interdisciplinary Approach; Teaching Guides; Thematic Approach
IDENTIFIERS- *Wright (Frank Lloyd)

In this instructional guide, architect Frank Lloyd Wright becomes the focus of interdisciplinary lessons intended for use with elementary level students. The text is organized in 2 sections. Section 1 provides an 8 chapter biography and study of Wright. The second section gives 21 lesson activities in foods, natural science, geometry, patterns, art and architecture (e.g., building a cantilever and a model of "Fallingwater", local history, and language arts. The lessons culminate in festival and field trip activities (planning a field trip to Frank Lloyd Wright House). Contains a glossary, a bibliography, and activity page answers. (MM)

ED 410 160 SO 027 933

Diaz, Yadira M.
The Educational Systems of Schools in Bulgaria, Romania, and Delgado Community College. Fulbright-Hays Summer Seminar Abroad 1996 (Bulgaria and Romania).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Cultural Awareness; Developing Nations; *English (Second Language); Foreign Countries; Higher Education; International Relations; *Multicultural Education; Second Language Instruction
IDENTIFIERS- Bulgaria; Delgado Community College LA; Fulbright Hays Seminars Abroad Program; Romania

This paper examines the educational systems of Bulgaria and Romania, as compared to the educational environment in an English as a Second Language (ESL) department at Delgado Community College (Louisiana). The document interweaves vignettes of personal experiences gained while in those two countries with those as an instructor in the United States. The goal was to incorporate the seminar abroad experience into the ESL classroom where multiple cultures are represented. A course syllabus is included to show how these learning experiences were interwoven into the community classroom setting. (EH)

ED 410 161 SO 027 935

Carbery, Patricia L.; MacQuinn, Sandra D.
"Making Connections:" An International Literary Project. Fulbright-Hays Summer Seminar Abroad 1996 (Bulgaria and Romania).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 20p.; Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

(ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Art Activities; *Art Education; Computer Assisted Instruction; *Computer Graphics; *Computer Uses in Education; Creative Expression; *Educational Media; Elementary Secondary Education; Graphic Arts; *Instructional Innovation; Instructional Materials; Internet; Visual Arts
IDENTIFIERS- ERIC Digests

A traditional dichotomy has always existed between the quantitative origins of computers and the subjective and expressive nature of art. Computer technology, however, has become simultaneously more sophisticated in its application and more simplified in its use. Computers can now serve as viable and productive components of an art education curriculum. In this digest, nine reasons for integrating computers into the art education classroom are identified and articulated: (1) Ease of use--current models come complete with pre-installed software; (2) Versatility--laser printing has advanced to the level that creating images without formal instruction is relatively simple; (3) Relevance--artists have always worked in the latest media; (4) Interest--interest in computers is so ubiquitous that it may attract students who have previously evinced little interest in the discipline; (5) Status--computers come with their own cache of technology and progress that may help bolster support for the art program; (6) Collaboration and Professional Development--establishment of a computer laboratory could result in greater peer interaction and integration of the arts curriculum throughout the school; (7) Art Education and the Internet--the World Wide Web provides access to thousands of Internet sites that can assist professional development; (8) A Creative Tool--computer art applications make it possible to do things that are possible in no other medium; (9) An Experimental Medium--computers are unrivaled as a tool for two-dimensional visual experimentation; and (10) Key to Commercial Employment--virtually all commercial art is now done on computers. A 10-item bibliography of references and resources within the ERIC system is included. (MJP)

ED 410 181 SO 028 606

Good Study Habits and Academic Performance: Findings from the NAEP 1994 U.S. History and Geography Assessments.
PUB DATE- Aug 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Elementary Secondary Education; *Geography; Grade 12; Grade 4; Grade 8; Home Study; Homework; Learning Strategies; Metacognition; National Surveys; Performance; *Reading Habits; Social Studies; Student Behavior; Study; *Study Habits; Time Management; Time On Task; *United States History
IDENTIFIERS- *National Assessment of Educational Progress

This document analyzes responses to questions included in a national assessment of knowledge of U.S. history and geography in an attempt to determine the relationship between study educator. Chapter 1 deals with two lessons: the social nature of learning and developmentally appropriate practice. Chapter 2 examines the laboratory school idea as conceived by Dewey, and the present day opportunities for laboratory schools. Chapter 3 examines Dewey's model and discusses ways that the school's teachers capitalized on children's interests, activities, and natural talent for imagination. Chapter 4 discusses the resources used by the teachers in developing a new curriculum and the resulting two-dimensional curriculum organized around the children's side (activities) and the teacher s side (logically organized bodies of subject matter). In chapter 5, the teachers themselves describe their approaches to instruction (illustrating the value of ongoing teacher input in instructional improvement). Chapter 6 discusses how teacher cooperation functioned as a substitute for supervision based on levels of authority. It also addresses elementary teachers as subject specialists and departmental organization at the elementary level. Chapter 7 is concerned with children's development as self-directed learners; Dewey's theories are compared with those of Piaget and Kohlberg. Stages of discipline with pupil and teacher responsibilities are also addressed. Chapter 8 applies the principles to current educational settings. This final chapter also discusses the issue of youth crime and how Dewey's ideas can be applied in this area. (Contains 260 references.) (JLS)

ED 410 200   SP 037 457

Goodlad, John I.
In Praise of Education.
PUB DATE- 97
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Democracy; *Democratic Values; Educational Change; *Educational Philosophy; Educational Principles; Educational Quality; Elementary Secondary Education; Higher Education; Instructional Improvement; *Role of Education; School Role; Social Values
IDENTIFIERS- National Network for Educational Renewal

This book about the relation of education to society has as its thesis that the proper context for education is a politically and socially democratic one. The first chapter considers what education is and is followed by chapters discussing the relationship of education to democracy, community, schooling, its conditions, and the self. Throughout these chapters eight concepts are stressed in various contexts. These are: (1) education as an individual experience development of the self; (2) the role of culture in development of the self; (3) education is environmentally ubiquitous; (4) the mutual instrumentality of education and democracy as they nourish each other; (5) education as an inalienable right; (6) the necessity for the entire community to be educative; (7) the need for schools to serve a common public purpose; and (8) the importance of national ends not dictating the educational journey of self-transcendence. The book addresses conditions necessary to the advancement of these interrelated concepts especially the necessity for a curriculum for development of an ecocentric environmental ethic. Also addressed is the comprehensive educational improvement initiative conducted through the National Network for Educational Renewal. (Contains 250 references). (DB) include a head start in shaping a career based on continual improvement. As school districts implement portfolio assessment, it becomes more important for preservice teachers to have this exposure. Some students also use insights from the portfolio evaluation to decide that they are not ready for the internship experience or to make a change in career goals. Negative aspects include uneven faculty workloads and lack of inter-rater reliability. (JLS)

ED 410 219 SP 037 482

Wortham, Stanton; And Others
Facilitating Teacher Research through School-University Partnerships.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Classroom Research; *College School Cooperation; College Students; Elementary Education; Elementary School Teachers; Higher Education; Junior High Schools; Middle Schools; *Partnerships in Education; Program Implementation; Secondary School Teachers; Teacher Education; *Teacher Researchers; *Teaching Experience

This paper describes a school-university partnership program. The first section gives general background on teacher research and describes this project. The second part describes two cases, one a study of the loss of voice of female students in third grade mathematics and the second, the effect of positive discipline and a time-out room with disruptive special education students. The described school-university partnership combines teacher research, college student research, and college student community service. The process begins when a teacher contacts university faculty with a research question. University faculty and fellow teachers then help the teacher design a research project to answer the posed question. One or two undergraduate students are paired with the teacher. These students are either enrolled in a course designed around such research projects or are interested in independent study for credit. The college student participates in the research design process with the teachers and then assists with much of the data collection and analysis. The students write up the research report which provides the teacher with a written summary of the results and which also represents the student's written academic work for the course. (JLS)

ED 410 220 SP 037 483

Scott, Neil H.
PFD's for Beginning Teachers: A Report on the Teacher Induction Program in New Brunswick.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Conference of the Canadian Society for the Study of Education (St. John's, Newfoundland, Canada, June 11, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers;

DESCRIPTORS- Data Collection; Educational Research; Elementary Secondary Education; *Females; Genetics; *Gifted; Higher Education; Longitudinal Studies; *Productivity; Research Methodology; *Research Reports; *Researchers
IDENTIFIERS- *Terman (Lewis M)

A preliminary analysis of information collected from historical archives and long-time leaders in gifted education reveals a wealth of data about five women researchers who worked in various capacities during the initial establishment and data collection of Dr. Lewis Terman's classic longitudinal study of the "Genetic Studies of Genius." The five women included Florence Fuller, Helen Marshall, Dorothy Hazelton Yates, Florence Goodenough, and Catharine Morris Cox (Miles). The published and unpublished papers, memoranda, and research field notes of these researchers, their respective correspondence with Terman and each other, and some contacts with a living member of the research team and some of these women's family members were used for this analysis. Although the information is still sketchy on one of the five, most of them appear to have had satisfying personal lives in addition to satisfying professional careers. All contributed greatly to the actual work of carrying out Terman's research conception, but they also represent a continuum of lifelong productivity. Personal responsibilities may have had more to do with their subsequent levels of productivity than "zeitgeist." (Contains 2 tables and 14 references.) (Author/SLD)

ED 410 239 TM 026 935

Davey, Lynn
The Case for a National Testing System. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Accountability; Achievement Tests; Comparative Analysis; *Educational Assessment; Elementary Secondary Education; *National Competency Tests; National Curriculum; *Performance Based Assessment; School Effectiveness; *Standards; *Test Use
IDENTIFIERS- ERIC Digests

A new national assessment system could lay a solid foundation for improving schools by monitoring the effectiveness of schools and teachers and student progress toward national goals. A sound national assessment system would: (1) allow valid comparisons between schools, districts, and states; (2) provide sound data on achievement, not just aptitude; (3) prod schools to focus on important performance-based outcomes; and (4) yield results for every important level of the educational system. A carefully designed national examination system can do all this without requiring a national curriculum, while increasing incentives for all students to achieve. Achievement tests should measure what we think is most important for students to learn. Tests are our primary source of information about educational achievement. Reliable information about achievement is needed so that schools can be held accountable for students' performance. Any proposed national examination must be part of a broader plan that integrates objectives, standards, teaching, assessment, and accountability for results. (Contains four references.) (SLD)

The mathematics test is defined by 25 learning outcomes developed from the 8 strands of the state model curriculum. The citizenship test is defined by 18 learning outcomes, and the science test by 19 learning outcomes. (Contains three diagrams and eight tables.) (SLD)

ED 410 257 TM 027 027

Ohio Proficiency Tests for Grade 4.. Practice Test Manual: Writing, Reading, Mathematics, Citizenship, and Science.
PUB DATE- 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Achievement Tests; Citizenship Education; Elementary School Students; *Elementary School Teachers; Field Tests; *Grade 4; Intermediate Grades; Mathematics Achievement; Outcomes of Education; Reading Achievement; Resource Materials; Science Instruction; *Scoring; *Test Coaching; Test Content; Test Items; Writing (Composition)
IDENTIFIERS- *Ohio Fourth Grade Proficiency Test; Open Ended Questions; *Practice Tests

The practice test described consists of test items that are similar to those that appear on the Ohio Fourth-grade Proficiency Tests. The practice test consists of 2 writing exercises, 15 reading questions, 20 mathematics questions, 20 citizenship questions, and 20 science questions. The manual contains instructions for the teacher as well as oral directions to be read aloud to the students. Directions are in order according to the sequence of the sections in the practice test booklet. The following sections of the manual are included: (1) "Introduction"; (2) "Preparing for the Practice Test Session"; (3) "Administering the Practice Test"; (4) "Directions for the Writing Section of the Practice Test"; (5) "Directions for the Reading Section of the Practice Test"; (6) "Directions for the Mathematics Section of the Practice Test"; (7) "Directions for the Citizenship Section of the Practice Test"; (8) "Directions for the Science Section of the Practice Test"; (9) "Answer Key and Scoring Guidelines"; (10) "Practice Test Items by Learning Outcomes"; and (11) "Scoring Rubric for the Writing Practice Test." Because the Ohio Fourth-grade Proficiency Tests are not timed, no instructions about time allotment are provided. Appropriate modifications should be made for disabled students who will not be exempt from the proficiency test. (SLD)

ED 410 258 TM 027 028

Ohio Fourth-grade Proficiency Tests. A Resource Manual for Teachers of Fourth Grade.
PUB DATE- 96
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Achievement Tests; Citizenship Education; Elementary Education; Elementary School Students; Field Tests; *Grade 4; *Intermediate Grades; Mathematics Achievement; Outcomes of Education; Reading Achievement; *Resource

explicitly distinguish critical thinking skills from traits, but only 8% provided a clear conception of the critical thinking skills they thought were most important for students to develop. Seventy-seven percent of respondents provided limited or no conception of how to reconcile content coverage with the fostering of critical thinking. Education faculty were slightly more likely to state that critical thinking is of primary importance to their instructional objectives than were Arts and Sciences faculty. An attempted analysis of exemplary practices in teaching critical thinking shows that teachers actually do not teach for critical thinking, but simply assume that they intuitively grasp its concepts and teach for it. Approaches to change this perception are suggested. (SLD)

ED 410 277 TM 027 087

Wang, Jianjun
Demystification of Hierarchical Linear Model Using SAS PROC MIXED.
SPONS. AGENCY- California State Univ., Bakersfield.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Data Analysis; *Educational Research; *Research Methodology; Tables (Data)
IDENTIFIERS- *Hierarchical Linear Modeling; *Statistical Analysis System

Hierarchical data analyses in different discipline areas are reviewed in this article to compare statistical applications between the Hierarchical Linear Model (HLM) software and the Statistical Analysis System (SAS) MIXED procedure. Similar features of the two software programs are illustrated through reconfirmation of an HLM example using the MIXED procedure. Because SAS is a standard statistical package with a much larger group of users, discussions of the shared features in statistical computing may present additional options to demystify the existing methods for hierarchical data analyses. It is concluded that the SAS program can reproduce most results of HLM. Comparison also uncovers some potential "p" value computation problems with HLM. An appendix presents an SAS program to confirm an HLM example. (Contains 5 tables and 21 references.) (Author/SLD)

ED 410 278 TM 027 088

Siddens, Stephanie K.; And Others
Qualitative Evaluation Results of a National Program To Recruit Precollege Minority Students for Teaching Careers.
PUB DATE- Mar 97
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; Career Exploration; Disadvantaged Youth; Elementary Secondary Education; *High School Students;

ED 410 295   TM 027 165

Marsh, David D.; LeFever, Karen
Educational Leadership in a Policy Context: What Happens When Student Performance Standards Are Clear?
PUB DATE- Mar 97
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Educational Change; *Educational Policy; Elementary Education; *Instructional Leadership; *Performance Factors; *Principals; School Based Management; School Restructuring; Standards

A study was conducted of the educational role of the principal in elementary schools under two educational policy alternatives. The study joined perspectives on the role of the principal with policy initiatives to strengthen schooling along two lines: common high student performance standards for all and redesign of the connection between the system and the school to increase authority and resource decisions at the school level toward reaching those standards. Policy option one was high stakes and common student performance standards with authority and resources to reshape the school established by policy initiative at the school level. Option two was a situation in which schools were encouraged to create local student performance standards with gentle policy support but with modest decentralization of authority and resources. Seven elementary school principals, four working under the first option and three under the second. Principals' leadership was studied through profiles, audiotaped self-reflection and interview responses, and the principal's own developed action plan. These successful principals obviously were inventing a new form of educational leadership. Principals with the policy option that featured common performance standards and the authority to reach them had advantages in carrying out their leadership roles. Principals dealing with policy option two did not seem likely to be able to carry out their educational leadership roles in many cases, although they often worked heroically to carry out reform against strong odds. (Contains 35 references.) (SLD)

ED 410 296   TM 027 169

Fitzgerald, T. J.; And Others
Medical Student Self-Assessment Abilities: Accuracy and Calibration.
PUB DATE- Mar 97
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Estimation (Mathematics); Higher Education; Knowledge Level; Medical Education; *Medical Students; Performance Factors; Scores; *Self Evaluation (Individuals); *Test Results
IDENTIFIERS- *Accuracy; *Calibration

Practicing physicians must assess their own knowledge and skills

NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administration; Agenda Setting; *Data Collection; Educational Policy; Educational Research; Elementary Secondary Education; Federal Government; Financial Support; *Information Dissemination; Planning; *Policy Formation; Research Reports; *School Statistics; State Departments of Education
IDENTIFIERS- *National Forum on Education Statistics

The National Cooperative Education Statistics System was established by the Hawkins-Stafford Education Improvement Amendments of 1988 (Public Law 100-297) to produce and maintain uniform educational data and information. To assist in meeting this goal, the National Center for Education Statistics (NCES) established the National Forum on Education Statistics to improve the collection, reporting, and use of statistics on elementary and secondary education. To this end, the Forum may consider issues, recommend study, inform policy and program development, provide direction for research and evaluation, and bring to the attention of relevant parties any information that contributes to the accomplishment of the mission. Forum members consist of federal and state education representatives who work through the Cooperative Education Statistics System in a voluntary, democratic, participative federal-state group that identifies education data needs and recommends broad strategies to address these needs. This policies and procedures manual reviews the objectives and operation of the Forum in the following sections: (1) "Functions and Objectives"; (2) "Participation"; (3) "Organization"; (4) "Governance"; (5) "Discussion of Issues, Resolutions, and Reports"; (6) "Meeting Schedule"; and (7) "Funding." Activities take place within the Forum as a whole, the Steering Committee, the three standing committees, and additional subcommittees and working groups, but the entire Forum meets twice a year. Forum activities are funded through the NCES. (SLD)

ED 410 315 TM 027 666

National Household Education Survey Data Files and Electronic Codebook. 1991, 1993, 1995, and 1996 CD-ROM .
PUB DATE- Jul 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- mbers consist of federal and state education representatives who work through the Cooperative Educati
DESCRIPTORS- *Adult Education; Adults; *Citizen Participation; Discipline; Early Childhood Education; Educational Research; Elementary School Students; Elementary Secondary Education; National Surveys; Optical Data Disks; *Parent Participation; Parents; Sampling; School Readiness; *School Safety; Secondary School Students; Telephone Surveys; Young Children
IDENTIFIERS- Data Files; Machine Readable Data; National Center for Education Statistics; *National Household Education Survey

The National Household Education Survey (NHES) is an ongoing project of the National Center for Education Statistics. The NHES uses random digit dial sampling and computer-assisted telephone interviewing to conduct studies on important educational issues. The information sought through the NHES is the sort that is best answered by household members rather than studied. Data are from the National Opinion Research Center's General Social Survey. The sample consisted of 1,347 White respondents and 179 African American respondents. Several scales were developed to measure some of the dependent and independent variables. Questions relevant to motivation for parenthood and the value of children were taken from the survey. In the black sample, there was a positive linear relationship between the variable "importance of children" and the measure of life satisfaction. Results do not show a correlation between the violence-related variables and the importance of children for either race, except for the violence experience variable (being victimized or having fear of crime) for white respondents, indicating that those who have been through a violent experience are less likely to value children. Sex-role ideology, socioeconomic status, degree of religiosity, and level of life satisfaction are all related to the different measures of the motivation for parenthood and the value of children for both Whites and African Americans. Children are perceived with less appeal by those in lower socioeconomic groups. Within the limitations of the measurement of some of the variables, the data partially provide support for the thesis that the motivation for parenthood is in large part the result of violence-related factors. The constant concern for safety and security among African Americans may affect their motivation for parenthood or the way they value the importance of having children. (Contains 4 tables and 27 references.) (SLD)

ED 410 333   UD 031 823

Banks, Reginald; And Others
An Afrocentric Approach to Group Social Skills Training with Inner-City African-American Adolescents.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Anger; Behavior Problems; *Black Youth; Conflict Resolution; Cultural Background; Curriculum; *Group Instruction; Inner City; Intermediate Grades; *Interpersonal Competence; Secondary Education; *Skill Development; *Training; Urban Problems; Urban Schools; *Urban Youth; Values; Violence
IDENTIFIERS- African Americans; *Afrocentrism

Social Skills Training (SST) has become a popular and effective means of prevention and intervention with adolescent populations exhibiting behavioral difficulties. Early in their development many African-American youth are exposed to homicide, crime, and interpersonal violence. The acquisition of social skills is critical to the development of mediational techniques in combating these stressors. Standard SST programs, which are not culturally specific, are thought to be less effective in producing durable gains with African-American youth. This study examines the effects of an Afrocentric SST curriculum, in comparison to a standard SST curriculum, in promoting social skills development with 89 inner-city African-American youth (ages 10-15). Each 12-session curriculum teaches these skills as part of a community-based summer youth program involving problem solving, anger management, and conflict resolution. In addition, the Afrocentric curriculum incorporates discussion of relevant cultural experiences as they relate to the ancient and recent history of African Americans based on the Nguzo Saba cultural value system principles of: Umoja (unity); Kujichagulia (self-determination); Ujima (collective work and responsibility);

DESCRIPTORS- Access to Information; *Computer Mediated Communication; *Computer Networks; Computer Software; Computer Uses in Education; Computers; *Educational Resources; Elementary Secondary Education; *Information Sources; Internet; Parents; Students; Teachers; World Wide Web
IDENTIFIERS- AskERIC; *ERIC; Gopher; Listservs; Telnet

This brochure provides teachers, students, and parents with information on how to connect to a computer network; describes some of the education offerings available to network users; and offers hints to help make exploration of computer networks easy and successful. The brochure explains the equipment needed to connect to a computer network; ways to access the Internet--from getting a free account to signing up with a commercial provider; using e-mail and joining listserv discussion groups; definitions of the World Wide Web, Telnet, and Gopher; tips for using computer networks; finding education information on computer networks; and descriptions of AskEric--the personalized question-answering service providing education information--and the National Parent Information Network--a Web server devoted to child development, care, and the education and parenting of children from birth through early adolescence. A sample list of listserv discussion groups for educators and parents is provided, in addition to the uniform resource locators (URLs) and telephone numbers for each of the ERIC Clearinghouses, Adjuncts, and support components. (SWC)

ED 409 892   IR 018 518

Yucht, Alice H.
Flip It! An Information Skills Strategy for Student Researchers. Professional Growth Series.
PUB DATE- 97
NOTE- 105p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Access to Information; Elementary Secondary Education; Information Seeking; *Information Skills; Information Sources; Learning Processes; Learning Strategies; Mnemonics; Problem Solving; Reference Materials; Research Methodology; *Research Skills; *Research Tools; Student Projects; *Student Research

Students often approach research assignments with no real idea of how to proceed, even after having been taught the basic library/information skills and strategies. This book gives students the skills and conceptual framework to help them become successful, independent problem-solvers. The publication defines the four basic steps in tackling a research problem and builds a mnemonic around those concepts: Focus on the topic; Locate the appropriate resources; Investigate and implement the information found; and Produce the results of the findings for Intelligent Thinking. Examples and resource-based activities for implementing this strategy across the curriculum are provided. The book shows how to design effective information skills lessons and teach problem-solving skills not only for research activities but as generic, universal study skills as well. Appendices include: FLIP IT! posters, focus frames worksheet, pathfinder guide worksheet, worksheet for citations of resources used, note-taking worksheet, "Cite the Site" poster, library activity planning guide worksheet, "We're All Speaking the Same Language" problem solving worksheet, and the spending only $11.09 per capita for public library service compared to the national average of $19.16. (SWC)

ED 409 911 IR 056 434

Texas Public Library Statistics for 1994.
PUB DATE- 95
NOTE- 292p.; For 1993 Statistics, see ED 386 194.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demography; Library Circulation; *Library Expenditures; Library Facilities; Library Funding; Library Networks; Library Personnel; *Library Services; *Library Statistics; *Public Libraries; Tables (Data)
IDENTIFIERS- *Texas

The data published in this volume were taken from the 1994 Annual Reports submitted by public libraries in Texas. This volume contains only local library statistics, county statistics, and summary data for the state and for the 10 library systems. Directory information and summary statistics formerly published in the statistics book are contained in separate publications. Section 1 provides summary statistics and includes statewide public library statistics, summary characteristics of Texas library systems, and public library statistics by system. Section 2, Statistics by Library, includes data on expenditures, income by source, library collection, local library services, staffing, and facilities for the 500 libraries in Texas. Section 3, Statistics by County, provides the following data for each of the 250 counties in Texas: 1992 Census population estimates, population served in fiscal year 1996, maximum property tax for library, library income from county and all other sources, cities with libraries, and Texas Library System membership status. An appendix provides the 1994 Annual Report Form and Instructions. (SWC)

ED 409 912 IR 056 435

Texas Public Library Statistics for 1995.
PUB DATE- 96
NOTE- 293p.; For 1994 Statistics, see IR 056 434.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demography; Library Circulation; *Library Expenditures; Library Facilities; Library Funding; Library Networks; Library Personnel; *Library Services; *Library Statistics; *Public Libraries; Tables (Data)
IDENTIFIERS- *Texas

The data published in this volume were taken from the 1995 Annual Reports submitted by public libraries in Texas. This volume contains local library statistics, county statistics, and summary data for the state and for the 10 library systems. Directory information and summary statistics formerly published in the statistics book are contained in separate publications. Section 1, Summary Statistics, contains data on statewide public library statistics, summary characteristics of Texas Library Systems, and public library statistics by system. Section 2, Statistics by Library, contains data covering: expenditures; income by source; library collection; local library services; staffing; and facilities for the 500 libraries in Texas. Section 3, Statistics by County, provides student learning on their campuses. Following an overview of the literature addressing the paradigm shift at community colleges from teaching- to learning-centered institutions, the development of Illinois' system for accountability in learning is discussed and accountability requirements are examined for Illinois colleges to achieve accreditation through the North Central Association (NCA). Next, responses are discussed from interviews conducted with 16 administrators and faculty at two rural Illinois community colleges regarding their perceptions of progress made to improve student learning. Reviews are also provided of the following documents obtained from the two colleges: the mission statement, continuous quality improvement goal statements, strategic long-range plans, program reviews, and NCA-approved assessment plans. Finally, the following conclusions are presented: (1) the project found evidence, statewide, of a trend toward greater accountability; (2) staff interviewed at both of the colleges indicated a greater attention to student learning currently than in the past, with one college focusing on outcomes assessment and documenting student learning and the other focusing on adopting a learner-centered focus; and (3) although student learning appeared to be receiving more attention, a complete paradigm shift has not yet been achieved. Contains 41 references. (TGI)

ED 409 931 JC 970 395

Wood, Dean D.
Faculty, Student, and Support Staff Participation in College Governance: An Evaluation.
PUB DATE- 7 Jun 93
NOTE- 22p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges (Edmunton, Alberta, Canada, June 6-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Faculty; College Planning; Community Colleges; Faculty College Relationship; Foreign Countries; *Governance; *Governing Boards; Professional Personnel; Program Effectiveness; *Staff Role; Student College Relationship; *Student Participation; *Teacher Participation; Two Year College Students; Two Year Colleges
IDENTIFIERS- Alberta

In an effort to gather data on faculty, student, and support staff participation in the governance process, case studies were undertaken at three community colleges in Alberta, Canada. Interviews were conducted with 51 individuals at the colleges from the following categories: faculty, students, or support staff; public board members; college presidents and vice presidents; and presidents of associations. With respect to the impact or influence of the institutional members on the decision-making process, an analysis of interview transcripts indicated that staff and student members had little to moderate direct effect on decision making. However, it was also clear that presidents, vice presidents, and public board members recognized the presence and interests of the faculty, student, and staff members and brought forward issues in a manner that resulted in consensus. As a result of the case studies, the following guideline were developed for ensuring that effective faculty, student, or staff board members are selected: (1) they should possess an appropriate mix of abilities, interpersonal and group process skills, and relevant previous experience; (2) they should adhere to the expectation that they function as

Willard, George R.
Foreign Languages at New Jersey Two-Year Colleges.
PUB DATE- Jun 97
NOTE- 18p.; In its: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University; see JC 970 402.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Black Students; Community Colleges; *Declining Enrollment; Distance Education; Enrollment Trends; Hispanic Americans; Interactive Television; *Language Enrollment; *Population Trends; Program Improvement; *Second Language Programs; *Spanish Speaking; Student Needs; Two Year Colleges
IDENTIFIERS- New Jersey; Union County College NJ

A study was undertaken to gather data on declines in foreign language enrollment at Union County College (UCC) and other New Jersey two-year colleges and to identify means by which foreign language offerings might be enhanced. Surveys were sent to the 18 New Jersey two-year colleges besides UCC, requesting information on enrollments between 1994 and 1997 in foreign language classes, curricula at the colleges that required a foreign language, alternative delivery methods, and any innovative ideas for attracting students. Completed questionnaires were received from seven of the colleges. In addition, UCC Institutional Research and state enrollment reports were reviewed to determine trends. The study found that the decrease in foreign language enrollment at UCC could be attributable to decreases in county population, especially in the college-age group; increases in Hispanic and Blacks with low levels of academic preparedness; and increasing numbers of transfer students who do not take foreign languages before transferring. Recommendations developed from the study for improving language offerings at UCC included the following: (1) make use of interactive television to provide distance language courses; (2) create more courses that meet the needs of Spanish-speaking students, such as Latin American Literature in Spanish; and (3) encourage more community outreach programs in foreign languages, such as study abroad. The survey instrument is appended. (BCY)

ED 409 951 JC 970 415

Vontz, Marilyn J.
The First Seventy Years: Bryan Memorial Hospital School of Nursing and Bryan Memorial Hospital, 1926-1996. A Seventieth Anniversary Publication.
PUB DATE- 97
NOTE- 263p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Allied Health Personnel; Community Colleges; Educational Facilities; Educational Finance; *Educational History; *Enrollment; Enrollment Influences; *Nurses; *Nursing Education; *Organizational Development; School Expansion; *Teaching Hospitals; Two Year Colleges
IDENTIFIERS- *Bryan Memorial Hospital School of Nursing NE

Celebrating the 70th anniversary of Bryan Memorial Hospital School of Nursing (BMHSN) and Bryan Memorial Hospital, in Nebraska, this monograph reviews the development and

Financial Aid; Two Year College Students; Two Year Colleges
IDENTIFIERS- City University of New York Manhattan Comm Coll;
*Tuition Assistance Program NY

In 1996, the New York State Office of the Comptroller performed an audit of Tuition Assistance Program (TAP) awards at Borough of Manhattan Community College (BMCC) for the 1993-94 through 1995-96 academic years. TAP, the largest student grant and scholarship program administered by the Higher Education Services Corporation (HESC), is designed to provide tuition aid to eligible full-time students enrolled in approved programs. According to HESC's records, BMCC certified 18,803 students for 44,238 TAP awards totaling $39,079,866 over the period. Out of a statistical sample of 200 awards, 4 awards totaling $4,176 were disallowed because residency requirements were not met in 3 cases and the student had not matriculated in another. A statistical projection of audit disallowances to the entire population resulted in a disallowance of $173,313. In addition, 3 awards totaling $250 were disallowed from a review of awards outside the statistical sample period, resulting in a total disallowance of $173,563. The auditor recommended that the HESC recover the amount plus interest. (KP)

ED 409 969 JC 970 434

Hancox, David R.
Mohawk Valley Community College, Report 96-T-8.
PUB DATE- Jun 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Audits (Verification); Community Colleges; *Compliance (Legal); Educational Finance; *Eligibility; *Financial Audits; *Financial Support; Full Time Students; Inspection; Student Financial Aid; Two Year College Students; Two Year Colleges
IDENTIFIERS- Mohawk Valley Community College NY; *Tuition Assistance Program NY

In 1996, the New York State Office of the Comptroller performed an audit of Tuition Assistance Program (TAP) and Supplemental Tuition Assistance Program (STAP) awards at Mohawk Valley Community College (MVCC) for the 1993-94 through 1995-96 academic years. TAP, the largest student grant and scholarship program administered by the Higher Education Services Corporation (HESC), is designed to provide tuition aid to eligible full-time students enrolled in approved programs, while STAP provides additional funds to educationally disadvantaged students. According to HESC's records, MVCC certified 7,065 students for 15,686 TAP and STAP awards totaling $11,080,715 over the period. Based on a statistical sample of 200 awards reviewed, the audit found that MVCC had complied in all material respects with TAP and STAP provisions. A procedural error was identified, however, with respect to accurately crediting awards to students' accounts. All TAP and STAP awards over the period were then reviewed resulting in adjustments totaling $97,787 to correct the school's accounts and HESC records. While no disallowances were recommended, MVCC officials agreed to reconcile each roster received from HESC to ensure accurate accounting of future awards. (KP)

ED 409 970 JC 970 435

Foti, Patrick A.

SPONS. AGENCY- State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.; Mott (C.S.) Foundation, Flint, Mich.; Public Welfare Foundation, Washington, D.C.
PUB DATE- Jun 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- After School Programs; Age Discrimination; Age Groups; *Children; Elementary Education; Group Activities; Guides; *Intergenerational Programs; Labeling (of Persons); *Older Adults; *Preadolescents; Program Descriptions; Program Implementation; Stereotypes; Youth Clubs; Youth Programs
IDENTIFIERS- Adult Child Relationship; Age Bias; *Project EASE NY

This handbook details how group leaders can adopt Project EASE (Exploring Aging through Shared Experiences), a program designed to provide opportunities for older adults and young people to interact in ongoing activities. Although the handbook is geared for children ages 9 through 13, it is adaptable for other ages and can be used in the classroom, as well as with after-school programs and youth organizations. Part 1, "Overview of Project EASE," discusses the importance of fighting negative stereotypes of older adults, describes the focus on youth groups for early adolescents, presents the group leader's role, and outlines the project options. Part 2, "Planning Project EASE," discusses introducing the project to the youth group, locating a senior organization, joint planning, implementing the project, and tips for a successful project. Part 3, "Project Options," discusses three types of implementation: (1) joint service, focusing on a community or charitable need; (2) shared group activity, developing personal relationships through mutually enjoyable activities; and (3) one-on-one matching, which can incorporate several short-term activities and is more appropriate than other options with elders at lower physical health levels. Part 4, "Presenting Your EASE Project to the Public," suggests ways in which the project may be presented at public events and through the media. Information on and activities for working in nursing homes are appended. Included with the guide are information sheets for leaders and youth and senior members, record sheets, activity forms, and resources. (KDFB)

ED 409 988 PS 025 571

Oberman, Ida
The Mystery of Waldorf: A Turn-of-the-Century German Experiment on Today's American Soil.
PUB DATE- Mar 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; Educational Innovation; *Educational Philosophy; Elementary Secondary Education; Foreign Countries; *Nontraditional Education; Teacher Collaboration
IDENTIFIERS- Germany; Historical Background; *Waldorf Educational Theory; Waldorf Schools

commitment, and responsibility. Assessment results yielded a profile of a homeless child concerned about family relationships, but also experiencing one or more of the following: normal motivation; a visual-motor delay suggesting difficulty with school-related tasks; poor planning ability, organization skills, motor coordination, and emotional stability; and a positive academic self-concept, fairly high anxiety level, and depressive tendencies. From 1990-91 to 1994-95, the program grew in number of personnel, volunteers, children served, and budget and location size. (Contains approximately 70 references.) (Author/KB)

ED 410 004   PS 025 620

Kagitcibasi, Cigdem
Family and Human Development across Cultures: A View from the Other Side.
PUB DATE- 96
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; *Children; Context Effect; *Cross Cultural Studies; *Cultural Context; Cultural Differences; Cultural Influences; Developing Nations; Early Childhood Education; Early Experience; Early Intervention; Family Environment; *Family Life; Family (Sociological Unit); Foreign Countries; *Individual Development; Modernization; Parent Child Relationship; Social Development; *Theories; Theory Practice Relationship; Traditionalism; Western Civilization
IDENTIFIERS- Contextualism; Cultural Ecology; Cultural Sensitivity; *Family Development; Turkey

Using a contextual-developmental-functional approach, this book seeks to discover the functional links between family dynamics and socialization within varying sociocultural contexts to human development, and to integrate theory and application in large-scale interventions promoting human well-being and societal development in the Majority World. Chapter 1 introduces the cultural and cross-cultural perspective. Chapter 2, "Development in Context," stresses the necessity of construing human development in context and the importance of an ecological perspective to context. Chapter 3, "Socialization for Competence," discusses theoretical and cultural conceptions of cognitive competence, relativism versus comparative standards, and the culture gap between traditional child-rearing values and new demands emerging with social change and urban lifestyles. Chapter 4, "Culture and Self," examines the critique of individualism, distinguishes between the "relational" and the "separated" self, and discusses autonomy, control, achievement, and self development. Chapter 5, "Family and Family Change," presents three prototypical family patterns and proposes a model of family change. Chapter 6, "Induced Change: The Role of Psychology," appraises the role of psychology in promoting human development. Chapter 7, "Early Childhood Care and Education," provides an overview of early childhood care and education research and applications in the Western and the Majority World. Chapter 8, "The Turkish Early Enrichment Project," describes a longitudinal study of the effects of early enrichment on children and families. Chapter 9, "Search for Integration and Policy Relevance," considers policy implications of the Turkish Early Enrichment Project and the general issue of psychology and social policy. Contains about 800 references. (Author/KB)

This report details current state efforts to promote responsible fatherhood, identifies and profiles specific strategies to encourage fathers to be responsible, and summarizes state father-related data. Chapter 1, "Setting the Context," provides a rationale for the policy interest in fathers and presents the methodology for the study. Chapter 2, "Fatherhood: A National Profile," presents national demographic data and state variations on children in father-absent families; profiles noncustodial and single-parent fathers; and provides father employment, education, and income statistics; and information on child support. Chapter 3, "What the States Say: Toward a Policy Framework for Responsible Fatherhood," summarizes the findings based on state reports, provides in-depth information on the range of state strategies and activities, and discusses issues for the future. Findings revealed a high level of interest in promoting responsible fatherhood, with most states implementing or planning public awareness campaigns and programs to prevent unwanted or too-early fatherhood, strengthen fathers' roles as contributors to economic security of children, enhance their role as nurturers of children, and build leadership capacity to implement a fatherhood agenda. Chapter 4, "State-by-State Summaries of Specific Fatherhood-Related Strategies, Policies, and Indicators," provides a synopsis of each state's strategies to encourage responsible fatherhood and a summary of indicators from 1990-1995 related to families, work, schooling, poverty, and child support. Chapter 5, "State-by-State Descriptions of Fatherhood-Related Strategies and Policies," describes specific state program and policy approaches, based on information collected in early 1997. Appendices include the state policy checklist, indicator summary tables, trend data, and state contacts. (KDFB)

ED 410 021   PS 025 661

Lillard, Paula Polk
Montessori Today: A Comprehensive Approach to Education from Birth to Adulthood.
PUB DATE- 96
NOTE- 229p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Classroom Environment; Discovery Learning; Elementary Education; Elementary School Teachers; Freedom; High Schools; Higher Education; Instructional Materials; *Montessori Method; Social Responsibility; Student Centered Curriculum; Teaching Methods
IDENTIFIERS- Montessori (Maria); Montessori Schools

While many parents are familiar with Montessori schooling at the preschool level, Montessori elementary and middle schools have also proliferated in the past decade. This book provides an overview of Montessori theory and practice, with special emphasis on the child's elementary school years. Chapter 1 presents an introduction to the origin and theory of Montessori education. Chapter 2 gives an overview of Montessori education at the primary level. Montessori theory and practice for the elementary classroom are presented in chapters 3 through 8, including children's physical, social, and moral changes; Montessori's "Great Lessons" and "Key Lessons"; classroom materials and environment; the elementary teacher; freedom and responsibility; and observations of a Montessori elementary classroom. Chapter 9 discusses Montessori's ideas for high

This action research project evaluated the impact of a 16-week intervention to improve primary school children's conflict resolution skills and to enhance their self-esteem. The targeted population consisted of one kindergarten class, one first-grade class, and one third-grade class at three different elementary schools in the same suburban Chicago school district. Teacher observation checklists, teacher and student surveys, individual and teacher interviews, and anecdotal records were used to document the problem. Three types of intervention were used: (1) providing lessons on self-esteem; (2) adapting a life skills unit; and (3) teaching conflict resolution strategies. The five themes for activities implemented twice weekly in 30-minute lessons and adapted to grade level were self-awareness, cooperation, individual responsibility, identification and expression of feelings, and conflict resolution. The impact of the intervention was assessed through observations of children's behavior by participating teachers, other faculty, and the building principals. Findings indicated that there was a decrease in the negative classroom behaviors of physical and verbal aggression and negative social interactions. Student surveys revealed more positive self-esteem and more insight into the feelings of others. Students were able to use the peace table and called on the teacher for mediation in solving disputes. Appendices include interview and survey forms, behavior checklists, conflict resolution skills, and sample activities. Contains 59 references. (Author/KB)

ED 410 039   PS 025 715

DeLude, Cindy; And Others
Improving Student Social Skills through the Use of Cooperative Learning.
PUB DATE- May 97
NOTE- 87p.; Action Research Project, Saint Xavier University and IRI Skylight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Problems; Check Lists; *Cooperative Learning; Elementary Secondary Education; Group Dynamics; *Interpersonal Competence; Intervention; Observation; Program Effectiveness; Social Behavior; *Social Development; Student Attitudes; *Student Behavior
IDENTIFIERS- Teacher Journals

This study evaluated the impact of a program for improving group functioning through reducing the frequency of inappropriate student behavior. Participating were 160 students in grades 3, 7, 10, and 11 from a primary school, a junior high, and 3 high schools. All of the subject schools were in low- to upper-middle class communities located in five suburbs of Chicago (Illinois). Inappropriate group behavior included speaking out of turn; failing to share thoughts, ideas, and materials; and the lack of positive peer reinforcement. Formal cooperative skills instruction, reinforcement of social skills, management strategies, and integration of cooperative skills into the content areas of mathematics, science, and social studies were used to develop the social skills of taking turns, sharing thoughts and ideas, sharing materials, expressing encouragement, and not using put downs. Cooperative activities such as role play, T-charts, and team projects were used at least twice weekly with groups of three to six students of mixed gender, ability, and diverse backgrounds. The impact of skills in kindergartners through third graders in four classrooms. The intervention consisted of direct instruction of interpersonal skills through 9 weeks of instruction in conflict resolution and communication skills with ongoing reinforcement, cooperative learning techniques, and the use of children's literature emphasizing interpersonal skills. Evaluation results indicated that some activities and expectations needed modifications for the kindergarten level. Post-intervention data collected from behavioral checklists revealed that there was a decrease in the number of incidents of inappropriate behavior, such as verbally abusing others, interrupting speakers, or being off-task while someone was speaking. There was a marked decrease in inappropriate behavior outside the classroom with a large drop in the number of students involved in inappropriate behavior. Teachers noted significant growth in verbal communication of feelings, the use of open-ended problem solving, and increased awareness of conflict resolution, although the degree to which conflict resolution strategies were used depended on the child's age. (Seventeen appendices include the behavior checklist, teacher survey, children's conflict resolution literature, and sample lesson plans and classroom materials. Contains 24 references.) (KB)

ED 410 060   PS 025 744

Carr, Cathy L. Edwards
Cognitive Development and the Integration of Visual/Spatial Intelligence into the Curriculum.
PUB DATE- May 97
NOTE- 128p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight. Several pages in the Appendixes may not reproduce well. They contain very small print or are dark.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Art Activities; Art Education; Classroom Techniques; Cognitive Development; Cognitive Mapping; Comparative Analysis; *Curriculum Development; *Instructional Improvement; Intermediate Grades; Junior High Schools; *Learning Processes; Middle Schools; Visual Arts; *Visual Learning
IDENTIFIERS- Middle School Students; Stroop Effect

This action research project devised a program designed to increase the use of visual elements in middle school core subjects and assessed its impact on student recall, teacher awareness, and use of visual/spatial elements. Observation, surveys, and interviews documented teachers' and students' limited knowledge and use of visual/spatial elements such as visualization, color cues, picture metaphor, idea sketching, and graphic symbols. Results of the Stroop Color Word Test administered to students documented the over-emphasis on verbal/linguistic intelligences. The intervention consisted of one 3-week unit on American Indians, which was taught in two content areas simultaneously, using learning activities that encouraged skills such as visualization, color cues, picture metaphors, idea sketching, and graphic symbols. A research group of fifth graders in one middle school who participated in the program was compared to a control group of fifth graders who had the social studies unit with no corresponding art unit. Evaluation results indicated that students in the research group performed better on a knowledge test and showed a positive impact on the Stroop Effect. Teachers indicated an increase in the use of visual/spatial elements in core

Telecommunications Policy

The Rural Policy Research Institute's Rural Telecommunications Task Force assessed the rural impacts and unintended or adverse rural consequences of the Federal-State Joint Board's recommendations to the FCC regarding Section 254 of the Telecommunications Act of 1996. Ten critical rural components of the Joint Board recommendations are listed: (1) principles; (2) definition of universal service; (3) affordability; (4) carriers for universal service support; 5) support in rural, insular, and high cost areas; (6) support for low-income consumers; (7) support for schools and libraries; (8) support for health care providers; (9) interstate subscriber line charges and carrier common line charges; and (10) administration. Each component is followed by an explanation of the issue involved, a brief background overview, and the specific rural concern that must be addressed in this context. Thirty rural concerns are presented, most of which revolve around insufficient information on rural communities; the difficulty in modeling small rural carriers' costs; problems with definitions, particularly "universal service," "basic service," and "rural"; the failure to adopt rules governing designation of carriers for unserved areas; a need for principles to guide states in determining affordability; the fact that 80 percent of necessary costs are not eligible for Universal Service Fund support; and a general concern that rural and insular carriers, whose motives and economic actions are not always driven by the maximization of profits, cannot achieve the economy of scale necessary to be competitive, with the possible result that rates will be prohibitive and rural communities and economies will be damaged. (TD)

ED 410 078 RC 021 092

A Summary of Recommendations of the Federal-State Joint Board on Universal Service: Support for Schools and Libraries. RUPRI Telecommunications Policy Brief, P96-9.
PUB DATE- Nov 96
NOTE- 13p.; For related documents, see RC 021 090 and RC 021 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Economically Disadvantaged; Elementary Secondary Education; Equal Education; Federal Legislation; *Federal Regulation; *Financial Support; Health Facilities; Hospitals; Information Technology; Internet; Libraries; Public Policy; *Rural Areas; Rural Schools; *Telecommunications
IDENTIFIERS- *Access to Services; Affordability; Federal Communications Commission; *Telecommunications Act 1996; Telecommunications Policy

The Federal Communications Commission (FCC) appointed a Joint Board to recommend changes in existing FCC rules to fulfill the regulatory mandates of the Telecommunications Act of 1996. The Joint Board, which consists of three FCC commissioners, four State commissioners, and one consumer advocate, issued its recommendations to the FCC in a 500-page document in November 1996. Section X, "Support for Schools and Libraries," outlines recommendations to implement Congressional intent contained in Section 254(h), which provides for: (1) a redefinition of the basic services to which all Americans should have access; (2) affordable rates for rural (and other high-cost) customers; (3) a redefinition of the structure and management of the Universal Service Fund; and (4) a discount for services to schools, libraries, and health care providers, requiring that all have

Indians" (Patricia C. Albers); "Political Economy of the Buffalo Hide Trade: Race and Class on the Plains" (Alan M. Klein); "The Quest for Indian Development in Canada: Contrasts and Contradictions" (J. S. Frideres); "Multinational Corporate Development in the American Hinterland: The Case of the Oklahoma Choctaws" (Sandra Faiman-Silva); "How Giveaways and Pow-wows Redistribute the Means of Subsistence" (John H. Moore); and "Native North Americans and the National Question" (George P. Castile). Contains over 400 references, chapter notes, contributor profiles, and an index. (SV)

ED 410 094 SE 059 902

Kress, Stephen W.; Salmansohn, Pete
Project Puffin: How We Brought Puffins Back to Egg Rock.
PUB DATE- 97
NOTE- 40p.; For the teacher's guide, see SE 059 903.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Birds; *Conservation (Environment); Elementary Secondary Education; *Endangered Species; Environmental Education
IDENTIFIERS- Maine; *Puffins

This book describes Project Puffin, a project which aimed to bring puffins that have been threatened with local extinction back to the coast of Maine. The book describes puffins, how they adapted to their ocean environment, how they catch fish, socialize, nest in burrows, and raise their young. (JRH)

ED 410 095 SE 060 052

Carlson, Peggy, Ed.
Alternatives in Medical Education: Non-Animal Methods.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anatomy; *Computer Uses in Education; *Educational Resources; Educational Strategies; *Educational Technology; Higher Education; Laboratory Animals; *Medical Education; Physiology; Simulation; Teaching Guides

The technology explosion in medical education has led to the use of computer models, videotapes, interactive videos, and state-of-the-art simulators in medical training. This booklet describes alternatives to using animals in medical education. Although it is mainly intended to describe products applicable to medical school courses, high-quality, non-animal teaching methods can also be used in graduate medical education. Sections include: (1) Multiple Organ Systems; (2) Cardiovascular Physiology; (3) Clinical Simulators; (4) Pulmonary Physiology; (5) Renal Physiology; (6) Gastrointestinal Function; (7) Acid-Base Physiology; (8) Muscle Function; and (9) Manual Skills. (JRH)

ED 410 096 SE 060 054

Project 2061. Benchmarks for Science Literacy: A Tool for Curriculum Reform.
PUB DATE- Jul 95
NOTE- 5p.
LANGUAGE- English

packages consisting of print, video, audio, and CD-ROM resources designed to support educators in their efforts to improve classroom instruction. This particular set consists of a 40-minute video and a printed booklet focusing on Linda Hallenbeck, a fifth-grade teacher. The video of her classroom shows her teaching a math lesson on probability incorporating coin flipping, spinner spinning, and die throwing. The lesson is a combination of whole group and small group hands-on, collaborative activities. The teacher asks probing questions to help children formulate their ideas about probability and encourages the children to express their reasoning and to listen carefully to each other. The lesson emphasizes that mathematics is about solving everyday, real-life problems, and there are many ways to solve a problem. It is actual footage of a fifth-grade classroom and is divided into 22 events, each division representing a change in the activities or flow of the classroom. The text of the booklet is based on spoken comments made by various people as they watched the video. The booklet's intent is not to be a verbatim transcript, but rather to capture the viewer's reactions to the classroom. (JRH)

ED 410 118 SE 060 529

Robinson, Scott
Classroom Stories about Knowledge, Teaching, Learning, and Common Ground.
PUB DATE- Jun 97
NOTE- 24p.; Paper presented at the Annual Qualitative Methodology Conference (1st, Los Angeles, CA, June 20-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Techniques; *Communication (Thought Transfer); Educational Research; High Schools; Student Motivation; Teacher Attitudes; *Teacher Student Relationship

This paper contains two stories that highlight a high school science teacher's search for common ground with four students. "Common ground" is a metaphor for shared experiences among teachers and students. The purpose of this qualitative research was to examine: (1) What knowledge, teaching, and learning evolve from the classroom experiences of the teacher and students? (2) What classroom experiences achieve common ground between the teacher and students? and (3) What kinds of classroom experiences could be used to maximize student learning? The first story is an excursion lesson in a year 12 marine studies class where students engage in boat handling skills. The second story takes place in a traditional classroom setting where one student struggles to find relevance in the course. Implications for this research are that teachers who hold positivistic views of knowledge ought to provide classroom experiences which are authentic to the students; teachers skepticism about curriculum topics may interfere with the development of common ground; and common ground is not a leveling of power between teachers and students, rather it occurs as teachers gain their students' respect, not due to their position but because of their expertise and adeptness in communicating with students. Appendices include data collection instruments. Contains 12 references. (Author/JRH)

ED 410 119 SE 060 531

Doig, Brian; Lokan, Jan
Learning from Children: Mathematics from a Classroom Perspective.

Grandad" (Nigel Gray); (2) "The Village of Round and Square Houses" (Ann Grifalconi); (3) "The Chalk Doll" (Charlotte Pomerantz); (4) "Our Home Is the Sea" (Riki Levinson); (5) "Abuela's Weave" (Omar S. Castaneda); (6) "Where the Forest Meets the Sea" (Jeannie Baker); (7) "Tonight is Carnaval" (Arthus Dorros); and (8) "Galimoto" (Karen Lynn Williams). (EH)

ED 410 139   SO 027 421

Carroll, Jeri A.; Kear, Dennis J.
A Multicultural Guide to Thematic Units for Young Children. A Good Apple Early Childhood Learning Resource Book for Preschool-Grade 2.
PUB DATE- 93
NOTE- 165p.; Illustrated by Darcy Tom. Introduction by Tonya Huber.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Activities; Cultural Awareness; Culture; Elementary Education; Global Education; *Interdisciplinary Approach; Language Arts; *Multicultural Education; *Social Studies; Teaching Guides; Teaching Methods; *Thematic Approach; *Whole Language Approach

This book accompanies "A Multicultural Guide to Literature-Based Whole Language Activities" and provides a multicultural perspective to several units of study for young children. The units are based in the social studies or the sciences. Each study begins with topics familiar to the young child and expands the study to introduce the unfamiliar. Topics for consideration include: (1) alphabet; (2) birthdays; (3) celebrations; (4) clothes; (5) corn; (6) dads; (7) drums; (8) families; (9) flowers; (10) foods; (11) grandparents; (12) homes; (13) immigration/moving; (14) moms; (15) names; (16) New Year's; (17) peanuts; (18) play; (19) potatoes; (20) schools; (21) shoes; (22) toys; (23) the world of work/careers; and (24) working together. (EH)

ED 410 140   SO 027 426

Franco, Betsy
TexTile Math: Multicultural Explorations through Patterns. Grades 3-6.
PUB DATE- 96
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Clothing Design; *Design Crafts; Elementary Education; Foreign Countries; Interdisciplinary Approach; *Mathematics Instruction; *Multicultural Education; *Social Studies; Teaching Guides; Textiles Instruction; *Visual Arts
IDENTIFIERS- Africa; Asia; Central America; New Zealand; *Textiles

This book features 34 reproducible student activities exploring textile design through a combination of mathematics, art, and multicultural education. Using colorful squares and triangles, students explore geometry, numbers, area, fractions, logic, and discrete mathematics, while incorporating multicultural themes in the study. The teacher page for each student activity includes facts about a culture, a mathematics problem challenge, a description of the activity, possible solutions, and questions for class reflection and discussion. Seven

DESCRIPTORS- Course Content; *Cultural Awareness; Curriculum; Developing Nations; Foreign Countries; *Global Education; Integrated Curriculum; International Relations; *Multicultural Education; Secondary Education; Student Centered Curriculum; *World History

IDENTIFIERS- *Bulgaria; Fulbright Hays Seminars Abroad Program; *Romania; United States

This paper describes a project designed to create a student literary magazine that would explore and compare the childhoods and the cultural rites of passage of Romanian, Bulgarian, and U.S. students. The time line for the grant project and the methodology used are also included. A materials list for English classes and history classes, assessment criteria for selection of submissions, representative lesson plans for literature and history, project information regarding goals and objectives, and a budget proposal complete the paper. (EH)

ED 410 162 SO 027 937

Mallory-Boyle, Nancy

Bulgaria, Romania, and Poland: Case Studies of a Changing Region. Fulbright-Hays Summer Seminar Abroad 1996 (Bulgaria and Romania).

SPONS. AGENCY- Center for International Education (ED), Washington, DC.

PUB DATE- 96

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Area Studies; Case Studies; *Citizenship Education; Developing Nations; *Economics; *European History; Foreign Countries; Instructional Materials; Modern History; Secondary Education; Social Studies; *World History; World War I; World War II

IDENTIFIERS- Bulgaria; Fulbright Hays Seminars Abroad Program; Poland; Romania

This paper presents a unit for government and economics and one for world history on the dramatic regional changes which have occurred in Central and Eastern Europe since the late 1980s. The units can be taught cohesively covering 2-3 weeks or as modules integrated into relevant themes in the curriculum. The "case studies" approach allows students to analyze and compare the struggles facing the nations. The government and economics lesson contains modules on: (1) "Comparative Systems"; (2) "Emerging Democracies"; (3) "Cultural Aspects"; (4) "Immigration"; (5) "Role of International Organizations"; and (6) "Social Justice." Portfolio assignments are used for evaluation of the units. World history modules include: (1) "Roman Empire"; (2) "Byzantine Empire"; (3) "Scientific Revolution"; (4) "World War I"; and (5) "World War II." (EH)

ED 410 163 SO 027 938

Binger, Nancy

Bulgaria and Romania: Lessons. Fulbright-Hays Summer Seminar Abroad 1996 (Bulgaria and Romania).

SPONS. AGENCY- Center for International Education (ED), Washington, DC.

PUB DATE- 96

NOTE- 63p.; For related documents, see SO 027 932-935 and SO 027 937-944. Some color photocopies and photographs may not copy well.

LANGUAGE- English

habits and academic performance. The National Assessment of Educational Progress (NAEP) 1994 asked 4th-, 8th-, and 12th-grade students specific questions regarding their knowledge of U.S. history and geography. The national survey also asked three questions concerning the students general study habits: (1) how much time they spent on homework; (2) how frequently they discussed their studies at home; and (3) how many pages they read each day at school. This issue of NAEP Facts examines answers given to those questions by students whose performance on the assessments fell near the 25th, 50th, and 90th percentiles of the NAEP scale. The questions referred to student habits in general and were not limited to U.S. history or geography. In general, the data obtained from the assessment showed a positive trend linking high performance on the assessment and good study habits. That is, students near the 90th percentile were more likely to report good study habits than those near the 50th percentile, and those near the 50th percentile were more likely to report good study habits than those near the 25th percentile. The data remained consistent for all categories except for 4th graders. More of the higher achieving 4th graders claimed to spend less time on homework than the lower achieving group. Reasons for this dichotomy are discussed. The document includes tabular representations of statistical data. (MJP)

ED 410 182 SO 028 611

Chartrand, Harry Hillman
The American Arts Industry: Size and Significance.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- Aug 92
NOTE- 56p.; Prepared at Kultural Economics International.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Impact; *Economics; Economics Education; Exports; *Fine Arts; Imports; International Trade; Social Science Research
IDENTIFIERS- *Art Industry; Gross National Product

In this study, the U.S. arts industry is conceptually defined and measured with respect to statistical size. The contribution and significance of the arts industry to the economy is then assessed within the context of national competitiveness and the emerging knowledge economy. Study findings indicate that the arts industry contributes between 5% and 10% of the Gross National Product. The arts industry also accounts for between 3% and 5% of all U.S. exports and for between 5% and 10% of all imports. Relative to the total U.S. trade deficit the arts industry contributes between 13% and 45% of the deficit. In addition, the concept of competitiveness has shifted towards a knowledge-based economy and been extended to embrace the 'soft side' that includes attitudes, education, motivation, and values, the arts are seen as one of the three principal domains of knowledge upon which national competitiveness depends. The arts industry may therefore be seen as a very important contributor to the U.S. economy. (MM)

ED 410 183 SO 028 612

Seaman, Bruce
A Perspective on the Arts Industry and the Economy.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC. Research Div. D.C.

ED 410 201 SP 037 458

Sparks, Dennis; Hirsh, Stephanie
A New Vision for Staff Development.
PUB DATE- 97
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Constructivism (Learning); Curriculum Development; *Educational Change; Elementary Secondary Education; Futures (of Society); Higher Education; Job Skills; Models; *Outcome Based Education; *Staff Development; Systems Approach; Teacher Education; Teacher Improvement; Thinking Skills
IDENTIFIERS- Paradigm Shifts

This book explores how three ideas, results-driven education, systems thinking, and constructivism, are shaping a new direction in staff development in schools. Results-driven education judges the success of schooling by what students actually know and what they can do as a result of their time in school. Systems thinking is a framework for seeing interrelationships rather than things. Constructivism views learners as creators of their own knowledge structures rather than receiving them from others. The book describes how the focus has shifted from the district to the school level, from fragmented efforts to comprehensive plans, from adult needs to student needs, from off-site training to job-embedded training, and from generic skills to a combination that includes content-specific skills. Among chapter topics are: individual development and organizational development, school-focused approaches, student needs and learning opportunities, job-embedded learning, adding content-specific learning to generic approaches, spreading responsibility for staff development, performance improvement, and staff development as central to reform efforts. Extensive examples are used from districts and schools that have implemented the "new" staff development. These are described through first-hand accounts from practicing educators. A networking resource list is appended. (Contains 17 references.) (JLS)

ED 410 202 SP 037 460

Wilson, Jan; Baird, Debra
Dewey Revisited: A Pragmatic-Experiential Model for Teacher Education. A Thematic Topic for "The Educational Forum."
PUB DATE- 26 Jul 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; Educational Philosophy; Elementary Secondary Education; *Experiential Learning; Graduate Study; Higher Education; Models; Preservice Teacher Education; *Teacher Education Programs; Teaching Experience; *Theory Practice Relationship; Undergraduate Study
IDENTIFIERS- *Dewey (John); Pragmatism

This paper shares the development and evolution of a pragmatic-experiential model of teacher education at the University of West Alabama. The model is grounded in the theories and philosophies promoted by Dewey and James. The philosophy of

Elementary Secondary Education; Foreign Countries; Mentors; Program Effectiveness; Program Implementation; Surveys; Tables (Data); *Teacher Attitudes
IDENTIFIERS- New Brunswick

The Beginning Teacher Induction Program (BTIP) began in 1993 for all Anglophone school districts in New Brunswick (Canada). The goals were to improve the teaching performance of new teachers, lower their attrition rate, and improve the system of collegial support within schools. Questionnaires were developed to gather data from the participants in the 1995-96 program--156 beginning teachers (76 responses), 147 mentors (63 responses), 96 principals (52 responses), and 12 district contact persons (12 responses). The greatest amount of induction activity occurred at the local school level. The most frequent activities were meetings with mentors to discuss educational issues, visits to other schools, inservice workshops, professional development sessions, and individual preparation or unit planning. Problems included a lack of time, unclear expectations of the BTIP program, lack of proximity to partners classrooms, assigning mentors to beginning teachers with a different subject or grade assignment, and infrequent classroom observation by beginning teachers. Generally participants believed BTIP was a worthwhile program that did improve the quality of professional life for both beginning teachers and their mentors. Tables are included. (Contains 23 references.) (JLS)

ED 410 221 SP 037 496

Analysis of Professional Salaries, Maryland Public Schools, October 1996.
PUB DATE- May 97
NOTE- 31p.; For the 1995 report,see ED 403 243.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Compensation (Remuneration); Elementary Secondary Education; *Public Schools; *Salaries; *School Personnel; Tables (Data); Teachers
IDENTIFIERS- *Maryland; School District Personnel

This report presents an analysis of salaries earned by professional staff employed in 24 Maryland public school systems. Employees include selected central office staff, school level administrators, teachers, librarians, and counselors. Salaries are included for 10, 11, and 12-month full-time and part-time employees. Figure 1 shows the annual amount above or below the statewide average of teacher salaries by county. Table 1 presents the Local Education Agency (LEA) and statewide calculations of the average and median salary, as well as the salaries at the first and third quartiles for professional staff. Table 2 shows the average, median, and quartiles for classroom teachers by region. Table 3 presents the average salaries for selected positions and percent change between 1986 and 1996. (ND)

ED 410 222 SP 037 497

Illinois Teacher Salary Study, 1996-1997. Policy, Planning and Resource Management.
PUB DATE- May 97
NOTE- 282p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

ED 410 240 TM 026 977

Karrqvist, Christina; Lansfjord, Mona
Evaluating Students' Know-How with Knowledge.
PUB DATE- Mar 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). For related document, see TM 027 006.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Critical Thinking; Educational Assessment; Educational Improvement; Educational Innovation; Evaluation Methods; Foreign Countries; Grade 9; *Group Instruction; *High School Students; High Schools; National Curriculum; National Programs; *Problem Solving; Student Attitudes; Student Evaluation; Test Construction; *Thinking Skills
IDENTIFIERS- *Sweden

As part of the national assessment program in Sweden there have been two attempts to gain insight into students' "know-how" with knowledge. The first was a study conducted in 1992 that showed that students had not reached the goals established by the Swedish national curriculum for ninth graders with regard to an exploratory and critical way of working. This study builds on the earlier study to evaluate the extent to which the upper secondary school fulfills its goals concerning teaching and training students to work in a more scientific way. Students from 50 classes worked in groups of 4 or 5 to explore issues related to genetic testing information and gene technology. Data came from work protocols of 167 groups, 707 student questionnaires, 42 teacher questionnaires, 179 articles, and 21 teacher observation protocols. Planning, critical thinking, decision making, and information seeking and shifting skills were investigated, as were cooperation and taking responsibility for group work. Students were relatively good at cooperating and at taking responsibility for their work. They were not very good at sifting information and there was little evidence of critical thinking, although there were many examples of student reflection on their own work. Students still fall short of the curriculum's goals for dealing with knowledge. Questions about the fairness and quality of the assessment of know-how with knowledge are explored. (Contains 11 references.) (SLD)

ED 410 241 TM 026 978

Shen, Linjun
Quantifying Item Dependency by Fisher's Z.
PUB DATE- Mar 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Estimation (Mathematics); Item Response Theory; *Reliability; Statistical Analysis; *Test Items; *Validity
IDENTIFIERS- *Fishers Z Transformation; *Item Dependence

Three aspects of the usual approach to assessing local item

Materials; Science Instruction; *Scoring; *Test Coaching; Test Content; Test Items; Writing (Composition)
IDENTIFIERS- *Ohio Fourth Grade Proficiency Test; Open Ended Questions

This manual has been prepared by Ohio educators and the Ohio Department of Education to assist teachers in preparing their students for success in the Ohio Fourth-grade Proficiency Tests in Writing, Reading, Mathematics, Citizenship, and Science. Actual student responses to the April 1994 field test items are used in this manual to illustrate various levels of proficiency for short-answer and extended-response items. These items were scored with the same rubrics used to score the statewide assessment, and responses have been annotated to help explain the attributes that led to the determination of their scores. Each content area of the test is addressed in the manual. At the beginning of the content sections are suggestions for preparing students for the types of questions and tasks they will see in the tests. After these suggestions are the rubrics, followed by actual student responses. Because the tests require written responses to open-ended items, it is imperative that students be capable of expressing themselves clearly in writing. A sample prompt for the writing assessment is given. The other proficiency tests in the assessment and the number of learning outcomes in each are as follows: (1) reading, 20 learning outcomes; (2) mathematics, 25 learning outcomes; (3) citizenship, 18 learning outcomes; (4) science, 19 learning outcomes. (SLD)

ED 410 259 TM 027 029

Diploma Examinations Program, 1995-96 School Year. Annual Report.
PUB DATE- 97
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Foreign Countries; *Graduation Requirements; *High School Students; High Schools; Program Effectiveness; Reentry Students; School Districts; Sex Differences; Standards; *State Programs; Test Construction
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations; *Exit Examinations

This annual report provides province-wide results for the entire school year (January, June, and August examinations combined) The graphs, tables, and text describe student performance for the entire school year to assist school personnel in identifying patterns of student achievement and evaluating program effectiveness. The diploma examinations are designed to certify the level of individual student achievement, ensure that province-wide standards of achievement are maintained, and to report individual and group results. In the 1995-96 school year, in all courses except Mathematics 30 and Mathematics 33, more than 90% of students achieved the province's acceptable standard. A high percentage of students also achieved the standard of excellence in the sciences. Although 51% of the system's grade 12 students were male, fewer males than females wrote the diploma examinations in most courses. The reason for this lower participation by males cannot be determined from available data, but individual districts may wish to study this and other examination results in local contexts. Results are presented for regular student and mature student population subgroups. Mature students do not have current school-awarded marks but have earlier marks. Appendixes discuss the test

High Schools; Interviews; Mentors; Minority Group Teachers; *Minority Groups; Peer Relationship; Program Effectiveness; Program Evaluation; Qualitative Research; Student Attitudes; *Student Motivation; Tables (Data); *Teacher Recruitment; *Teaching (Occupation); Tutors; Urban Youth; Values

Over the last decade there have been a number of approaches for recruiting minorities to enter teaching careers. One such program has been that of the Consortium for Minorities in Teaching Careers (CMTC). CMTC uses several replicable models to encourage minority high school students' interest in teaching careers. At all CMTC sites, the following components are found: (1) mentoring; (2) peer support; and (3) value change. Some sites also use training and practice to provide opportunities for students. The University of Iowa has been responsible for evaluating CMTC programs. A nonproportional stratified sampling procedure was used in 1995 and 1996 to select program participants from seven sites. A random sample of 139 participants was drawn, and 76 were interviewed either as high school or college students, or as high school graduates who were not going to college. Average participants in CMTC programs were not students who would normally go to college or even necessarily finish high school. Many participated in the program initially because of the small stipend they received. The impediment they most often noted to becoming a teacher was money for education. About 50 to 87% indicated that they became motivated to be teachers through the program, and many remained interested in teaching a year after the program. Participants mentioned a number of ways in which the program had been helpful to them and said that they had learned a great deal about what teachers actually do. How successful these programs actually are will depend on how many students really become teachers, but initial results indicate that some students are being motivated to pursue college educations because of the programs. Three appendixes present the telephone survey introduction, the survey, and the postinterview summary. (Contains four tables and eight references.) (SLD)

ED 410 279   TM 027 090

Dietel, Ronald James
Evaluation of the Dissemination Program from an Education Research and Development Center.
PUB DATE- 97
NOTE- 213p.; Doctoral Dissertation, University of California, Los Angeles.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Analysis; Data Collection; Decision Making; *Educational Research; *Information Dissemination; Program Effectiveness; Program Evaluation; *Research and Development Centers; Research Utilization; *User Needs (Information)
IDENTIFIERS- *Center for Research on Eval Standards Stu Test CA

This evaluation of the information dissemination program of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) uses a inclusive approach to gather, analyze, and report information to help decision makers. Results of three questionnaires, reviews and analyses of CRESST products, and Internet records were used to determine what is known about CRESST research and its products, how its research and products are used, and the perceived quality and usefulness of CRESST research and products overall and across user groups. Responses of 875 educators (43% of the total sample) were continually to ensure that they are current with new medical procedures and advances. The ability to assess one's own performance was studied for medical students, who were asked to estimate their performance on course quizzes. An item that asked students to estimate their correct percentage on the examination was added to five weekly quizzes in the winter term. The number of students providing self-evaluations ranged from 137 to 164 in a class of 170 students. Overall, students were quite accurate in predicting their test scores. However, their assessments were not well calibrated in that the variations in their estimates did not correlate with variations in their actual performance. The high level of accuracy in their self-assessments does indicate well-developed self-assessment skills, but whether the ability to evaluate one's own performance carries over into areas less familiar than examinations remains to be determined. (Contains one figure and five references.) (SLD)

ED 410 297 TM 027 174

Lai, Morris K.; Young, Donald B.
(Science) Education Standards Yield Standard Data-Collection of Instruments.
PUB DATE- Mar 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Data Collection; Elementary Secondary Education; Feedback; Program Evaluation; Rating Scales; *Science Education; *Standards; Teaching Methods; *Test Construction

The final versions of nationally developed standards for science education have recently been published for use by practitioners, and it is obvious that these standards will have some influence on how science education is conducted. The effects of the standards on teaching and curriculum development can be anticipated, but their effects on evaluation in science education are not as obvious, although it does follow that instruments developed for evaluating a specific program that are true to the standards should be applicable to evaluation of other science education programs. Some evaluation tasks related to relevant standards found in recent literature are listed and described for STEP, a science education staff development program. Data collection instruments usually flowed readily from the standards, although their construction often required careful reading and interpretation. The STEP project was able to produce standards-based instruments such as Likert-type self-report rating scales, open-ended interview schedules, observation instruments, and program evaluation checklists. Some examples are given for: (1) teacher feedback on classroom teaching; (2) teacher feedback on effectiveness of a teacher institute; and (3) observational data collection during a training institute. The standards-based approach to evaluating a standards-based program seems to be worthwhile and efficient. An evaluation form is attached. (Contains 14 references.) (SLD)

ED 410 298 TM 027 177

Lix, Lisa M.; And Others
Trimmed Means in Split-Plot Repeated Measurement Designs.

representatives of educational institutions. This disk (CD-ROM) contains a number of NHES components. For 1991, data files for the Adult Education survey provide information about a broad range of adult education activities by people 16 years of age and older. Data files for the Early Childhood Education component of the NHES also conducted in 1991 provide information on child care, early childhood education programs, early school experiences, and home activities of children aged 3 to 8. Data files for 1993 include the School Readiness Survey, a survey of the characteristics and experiences of children aged 3 years through second grade, and the School Safety and Discipline Survey, a review of school environment, discipline, and safety. The Parent file represents grades 3 through 12, and the Youth file represents grades 6 through 12. The Adult Education survey was repeated in 1995 with modifications based on experience and new research issues. The 1995 data files of the Early Childhood Program Participation survey are also presented for children from birth through grade 3. In 1996, the following surveys were conducted: (1) Household and Library; (2) Parent and Family Involvement in Education and Civic Involvement; (3) Youth Civic Involvement; and (4) Adult Civic Involvement. These components present information on family involvement in the education of children in the elementary and secondary grades and the civic involvement of parents, adults, and youth in grades 6 through 12. The electronic codebook for the data files is included on the disc, and installation directions are included. TYPE OF SURVEY: National Survey; Sample Survey. FREQUENCY: Periodic. YEAR OF EARLIEST DATA: 1991. YEAR OF LATEST DATA: 1996. (SLD)

ED 410 316   TM 027 825

Bond, Linda A.
Norm- and Criterion-Referenced Testing. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Achievement Tests; *Criterion Referenced Tests; Elementary Secondary Education; National Norms; *Norm Referenced Tests; Selection; *Standardized Tests; *State Programs; Test Content; Test Norms; *Test Use; Testing Programs
IDENTIFIERS- ERIC Digests

Tests can be categorized into two major groups: norm-referenced tests (NRTs) and criterion-referenced tests (CRTs). NRTs are designed to highlight achievement differences between and among students to produce a dependable rank order of students across a continuum of achievement from high achievers to low achievers. With NRTs, a representative group of students is given a test before it is made available to the public. The scores of students who take the test after publication are then compared to those of the norm group. CRTs determine what test takers know and can do, not how they compare to others. They report how well students are doing relative to a predetermined performance level on a specified set of educational goals and outcomes. Both NRTs and CRTs can be standardized. Test content is an important factor in choosing between NRTs and CRTs. The content of the NRT is selected according to how well it ranks students, while the content of a CRT is determined by how well it matches the learning outcomes considered most important. It

Ujamma (cooperative economics); Nia (purpose); Kuumba (creativity); and Imani (father). Both curricula use manuals with intervention protocols that feature didactic and process-based training in a small group format. Monitoring and evaluation procedures are used to ensure treatment integrity. Results support the hypothesis that social skills training can produce significant gains in interpersonal skills and anger management for inner-city African American adolescents. (Contains 3 tables and 36 references.) (Author/SLD)

ED 410 334 UD 031 824

Walker, Randolph Meade
Nonviolent Leadership: A Concept Whose Time Has Passed?
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Age Differences; Black Culture; Black History; *Black Leadership; Civil Rights; Printed Materials; United States History; Violence; *Young Adults
IDENTIFIERS- *King (Martin Luther Jr); *Nonviolence

The attitudes of youth in the middle of the 1990s are in often contrast with the those of Martin Luther King, Jr. This paper considers why so many young people have strayed from King's principles. An examination of periodical literature in the 1990s shows that King's family members are among the few voices that still praise his nonviolent methods, and they recognize that a culture of violence has replaced the message of nonviolence. The paper also explores the dichotomy of retaining respect for the man, but not his message. Many of today's young black people respect and look up to the late civil rights leader. They pay homage to his contributions during the annual national holiday held in his honor, but the same youth are not hesitant about criticizing and feeling alienated from King's teachings on nonviolence. The teaching young people have received through schools and society presents peace advocates in a negative light. Nonviolence must be recorded in a positive light, and its accomplishments must be recorded as a component of the historical mainstream. It is especially important that African Americans learn their own history. The only way to evaluate the present plight of black people is to compare it with the past. Nonviolent leadership is not only still relevant, it is needed more than ever. (Contains 14 references.) (SLD)

ED 410 335 UD 031 825

Singleton, Edward G.; Dale, Grady A., Jr.
Lack of Co-occurring Interpersonal Violence Emotionally-Related Difficulties, or Alcohol and Other-Drug Problems among African American Youth with Conduct Disorder.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alcoholic Beverages; *Behavior Disorders; Behavior Problems; *Black Youth; Case Studies; *Drinking; *Drug Abuse; Etiology; Males; Research Methodology; *Violence
IDENTIFIERS- African Americans

Case studies of African American youth with conduct disorder were

New Jersey Core Curriculum Content Standards. (Contains 45 references.) (Author/SWC)

ED 409 893 IR 018 519

Williamson, Mary
Integrating Commercially-Available Educational Software into a Learning Environment with the QuiltSpace Builder Tool.
PUB DATE- Mar 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Games; Computer Interfaces; Computer Networks; *Computer Software; Computer Uses in Education; Elementary Education; *Information Seeking; *Multimedia Materials; *Reference Materials; *Research Tools; Sex Role; Technological Advancement; *Users (Information); World Wide Web
IDENTIFIERS- Microsoft Encarta

The QuiltSpace Builder enables Microsoft's multimedia encyclopedia "Encarta" to "fit" into an established home or institutional learning environment so that "Encarta" can be used for productive research. Early observations of the difficulties encountered by Encarta users, coupled with a survey of presently available commercial software products, and a consideration of how technological innovation impinges on a learning environment, led to the development of the QuiltSpace Builder tool. The QuiltSpace Builder turns Encarta's "liabilities"--potentially the liabilities of other multimedia databases such as the World Wide Web--into assets and additionally supports existing and common computer expertise, frequently gaming expertise. The QuiltSpace Builder exploits new opportunities afforded by Web-based technologies and addresses a concern about an emerging gender gap in technological expertise. The QuiltSpace Builder tool was inspired by the American patchwork quilt and the quilting process. The paper describes the steps in quilting adapted for the QuiltSpace Builder to provide support for multimedia research projects: (1) user chooses macrocategory for research; (2) user creates focus for spaces with the Builder; (3) user creates working-name for spaces and plans search to anchor the multimedia search; (4) user selects symbols for the space; (5) user performs search (writes notes and copies media); (6) user rearranges spaces, chooses background and selects symbols; and (7) user okays the "look and feel" of the quilt. (Contains 17 references.) (Author/SWC)

ED 409 894 IR 018 520

Heaviside, Sheila; Farris, Elizabeth
Advanced Telecommunications in U.S. Private Schools, K-12: Fall 1995. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 97
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

the following data for the 250 counties in Texas: 1992 Census population estimates; population served in fiscal year 1997; maximum property tax for library; library income from county and all other sources; cities with libraries; and Texas Library System membership status. An appendix provides the 1995 Annual Report Form and Instructions. (SWC)

ED 409 913 IR 056 436

Texas Public Library Summary for 1995.
PUB DATE- 96
NOTE- 32p.; For 1994 Summary, see IR 056 433.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Library Circulation; *Library Expenditures; Library Funding; *Library Services; *Library Statistics; Library Surveys; *Public Libraries; Reference Services; Tables (Data)
IDENTIFIERS- *Texas

This volume is the third annual Texas Public Library Summary. It contains information as submitted by local public libraries on their 1995 Annual Report forms. The contents include: analytical tables; statistical summary overview; income and percent of population served by type of library; operating expenditures adjusted for inflation; materials expenditures adjusted for inflation; Texas library per capita data compared to U.S. averages; salary and staffing data; and rank order of Texas public libraries by population served. Results show modest increases in expenditures overall and in salaries, although library spent less on library materials than in 1994. Library income increased 6.5% over 1994. Libraries added 174 new paid staff positions in 1995, of which 75 (43%) were MLS positions. Nearly all measures of library service showed declines from 1994 to 1995. Circulation and visits dropped slightly, while reference transactions decreased by nearly 10%. The number of book items per capita held in Texas public libraries remained flat while total items per capita rebounded a 1994 decrease to return to approximately the same level as 1993. While spending has increased in Texas public libraries since 1985, the increases have not kept pace with inflation. (SWC)

ED 409 914 IR 056 437

Conable, Sharon R.
Grant Management Handbook: A Procedures Manual to Uniform Grants and Contract Management Standards Based on Texas Civil Statutes, Article 4413 (32g) and the Common Rule for Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments.
PUB DATE- Jul 96
NOTE- 166p.; For 1993 Grant Management Handbook, see ED 375 863.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Federal Aid; *Financial Support; *Grants; *Library Funding; Library Networks; Public Libraries; *State Aid; State Libraries
IDENTIFIERS- Texas; *Texas State Library

This manual provides a conceptual framework and reference source trustees rather than delegates; (3) faculty, student, and staff associations should nominate their most effective members to board positions; and (4) college boards and associations should eliminate any barriers to the integration of these members. Contains 25 references. (TGI)

ED 409 932 JC 970 396

Integrity in Liberal Learning: A Core Curriculum for the New Millennium. The Final Report of the Chancellor's Task Force on General Education Reform.
PUB DATE- 10 Jun 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; *Core Curriculum; Curriculum Design; *Curriculum Development; *General Education; *Minimum Competencies; Outcomes of Education; Program Implementation; Required Courses; Two Year Colleges
IDENTIFIERS- Saint Louis Community College MO

In November 1995, Missouri's St. Louis Community College established a task force to reevaluate the role of the general education (GE) curriculum and recommend an appropriate curriculum design. This final report summarizes the efforts and results of the task force. Following lists of task force and subcommittee members, an introduction reviews current ideas regarding the nature and purpose of GE and the college's existing GE program. A schedule of task force activities is then presented for November 1995 to September 1997 and beyond and the four stages used by the task force to develop a new GE proposal are described. The next sections indicate that the task force chose the core curriculum as the paradigm for reform efforts and review issues related to designing GE courses; developing a GE review board; and dealing with developmental education, transfer students, and career students in the proposed core curriculum. Next, the procedure determined by the task force for developing new courses is discussed and an assessment plan to evaluate the effectiveness of the core curriculum is described. Finally, the recommended core curriculum and the knowledge areas, skill areas, and skill area outcomes developed by the task force are presented. Contains 13 references. The task force reading list and a plan for implementing the curriculum are appended. (TGI)

ED 409 933 JC 970 397

Hassan, Khan M.; Griffith, Cynthia W.
Follow-Up Survey of PVCC Graduates of the Class of 1994-95.
PUB DATE- Jun 97
NOTE- 88p.; For the 1992-93 report, see ED 376 899; Appendix A contain very small print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *College Graduates; *College Transfer Students; Community Colleges; *Education Work Relationship; Employment Patterns; Graduate Surveys; Higher Education; Job Satisfaction; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Student

achievements of the school and hospital. Chapter 1 (1900-1919) provides a history of nursing in the early 20th century, while chapter 2 (1920-1929) describes the establishment of the hospital in 1920 and BMHSN in 1926. Chapter 3 (1930-1939) examines the effects of the Great Depression on nursing education in the country, the nursing school, and the hospital, while chapter 4 (1940-1949) discusses the impact of World War II on nursing, focusing on the demands to join the military nursing service and the resulting shortage of nurses. Chapter 5 (1950-1965) highlights developments during the 1950s and 1960s, focusing on the growth experienced by the hospital and school and the development of the associate degree in nursing through the community college. Chapter 6 (1966-1980) reviews the continued expansion of the school in the 1970's and national changes in health care, including the expansion and reorganization of the health care industry. Finally, chapter 7 (1981-1996) discusses the current situation of BMHSN and the impact of legislation governing the hospitalization of Medicare patients, the acute nursing shortage, alternative health insurance plans, and health care reform. Contains 333 references. Data on BMHSN enrollment and finances are included for each chapter. Appendixes provide data on nursing program enrollment in 1911; nursing schools in Nebraska; BMHSN application forms, graduates from 1929-96, and curriculum; and a graduate questionnaire. (TGI)

ED 409 952   JC 970 416

Cohen, Arthur M.; Sanchez, Jorge R.
The Transfer Rate: A Model of Consistency.
PUB DATE- Jul 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; *College Transfer Students; Community Colleges; Data Collection; *Definitions; National Surveys; *Research Utilization; Two Year Colleges
IDENTIFIERS- *Transfer Assembly; *Transfer Rates (College)

In 1989, the Transfer Assembly project was initiated by the Center for the Study of Community Colleges (CSCC) to determine the contribution of community colleges to students' progress towards baccalaureate degrees. In that year, 48 community colleges provided data on students, with transfers defined as students with no prior college experience who complete at least 12 units and begin coursework at a public, in-state four-year college or university within 4 years. In 1992, the project began seeking data from state higher education agencies and university systems, as well as from individual colleges. By 1994, 20 states and over 400 institutions were represented annually in the analysis. Over the 8 years of its existence, the Transfer Assembly has been notable in the consistency of its findings, with approximately one-fifth of community college students found to be transfers each year. In 1996, CSCC gathered data on 543,055 students at 416 colleges who had started their education in 1990, again finding that 21.8% of these students had transferred by fall 1994. The Transfer Assembly has inspired research efforts and programmatic changes at community colleges and college systems. In addition, several major newspapers have accorded recognition to the project's transfer rate. The consistency of the Transfer Assembly-derived rate and its use within the field attest to the importance of a valid and reliable indicator of student outcomes. (HAA)

Transfer Guides: University at Albany, State University of New York. Sullivan County Community College & Westchester Community College.
PUB DATE- 97
NOTE- 93p.; For a set of transfer guides from 11 other SUNY colleges, see ED 383 354.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); Community Colleges; Fees; Higher Education; *Institutional Cooperation; Required Courses; *Transfer Policy; *Transfer Programs; Two Year College Students; Two Year Colleges; Universities
IDENTIFIERS- *State University of New York; *Transfer Guides

The State University of New York (SUNY) at Albany has worked with New York's community colleges to identify programs and patterns of study that maximize the transfer of credit from community college courses toward specific SUNY academic programs, preparing guides specific to each college. This collection provides transfer guides for two SUNY community colleges: Sullivan County Community College and Westchester Community College. In both guides, the opening sections describe the purpose of the guides and present a profile of the SUNY system. Next, a list is provided of specific transfer agreements in existence between the college and SUNY by area of study and discussions are provided of joint admissions and transfer credit policies, restricted programs, degree and general education requirements, and available financial aid. Following information on SUNY fees and a directory of related University offices, the programs of study for which the college has negotiated an articulation agreement with SUNY are presented. For each program, fall and spring course sequences for the first and second years at the community college are presented and the associate degree to which the sequence leads is identified. Finally, the joint admissions agreement between the college and SUNY and a list of transfer course equivalents are provided. (KP)

ED 409 971 JC 970 436

Baron, Warren
The Problem of Student Retention: The Bronx Community College Solution--The Freshman Year Initiative Program.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Career Development; *College Freshmen; Community Colleges; *Developmental Studies Programs; *Educational Counseling; Measures (Individuals); Program Descriptions; Program Effectiveness; Remedial Programs; *School Holding Power; Two Year College Students; Two Year Colleges
IDENTIFIERS- City University of New York Bronx Community Coll

In 1991, Bronx Community College, in New York, established the Freshman Year Initiative Program (FYIP), a comprehensive academic and counseling program designed to enhance academic achievement for a select group of first-semester students who require at least three remedial courses in English composition, At its inception, Waldorf education was not to be a special, "boutique" reform. Nor was it to cater to children of a higher social standing. In fact, Waldorf broke out of the hierarchically tracked education system present in turn-of-the-century Germany. The founding father, Rudolf Steiner, called for a "Volks" pedagogy, a schooling of the people for the people that bridged separate castes that had been hardened by emerging industrialization. This paper attempts to answer why this educational reform has such staying power, but also why informed educators now associate Waldorf with a "special education for special children"-special because they were to enjoy a human or "holistic education of the body, mind, and soul." The paper provides a discussion of the movement's founding in a tobacco factory in 1919, describing its "social pedagogy" and the intimate connection made between imagination and social interaction. Good education, in Waldorf philosophy, restores the balance between thinking, willing, and feeling, thus healing the social fabric upset by too much emphasis on thinking alone. The paper argues that the secret of Waldorf's time-resistant identity can be found in its foundation as a "free" school--free from external government constraints and free for imaginative and innovative faculty interaction; the establishment of Waldorf as a faculty-run institution was sharply different from existing models of reform. The paper also touches on three liabilities of the Waldorf philosophy: first, the binding of the "free" pedagogy with time-bound preconceptions of early twentieth century Germany; second, the original German curricular canon, with its nineteenth century definitions of culture; and third--specific to the United States-the translation of "freedom from the Prussian state' into the voucher-based drive for "freedom from the community." Contains 54 references. (EV)

ED 409 989 PS 025 580

Evans, Thomas J.; Traylor, Stacy L.
A Developmentally Appropriate Honduran/International Primary School Computer Curriculum.
PUB DATE- Jul 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Computer Graphics; *Computer Literacy; Computer Mediated Communication; Computer Software; *Computer Uses in Education; Databases; Educational Technology; Elementary Education; *Elementary School Curriculum; Foreign Countries; Internet; Spreadsheets; Word Processing; World Wide Web
IDENTIFIERS- Escuela Internacional Sampedrana (Honduras); Honduras

Students and teachers need to develop skills in using available technological capacities. The curriculum described here is designed to familiarize students and teachers with equipment and software available at the Escuela Internacional Sampedrana's Primary School (EIS) in Honduras. Key features of the curriculum include the use of the Internet and e-mail; grade level developmental activities including word processing, typing, painting/drawing, and spreadsheet/database programs; teacher training suggestions; and an overview on web page construction. This document begins by describing EIS administration, educational philosophy, teachers, primary

ED 410 005 PS 025 622

Miller, Karen
The Crisis Manual for Early Childhood Teachers: How To Handle the Really Difficult Problems.
PUB DATE- 96
NOTE- 382p.; Photographs by Nancy Alexander; illustrations by Rebecca Jones.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Caregiver Child Relationship; *Caregiver Role; Caregivers; Child Abuse; Child Caregivers; Child Neglect; Child Psychology; *Crisis Intervention; Death; Divorce; Early Childhood Education; Emotional Abuse; Emotional Problems; Family Problems; Family Violence; *Grief; Homeless People; Homicide; Marital Instability; Mental Health Programs; Natural Disasters; Parents; *Psychological Needs; Sadness; Social Problems; Stress Management; Substance Abuse; *Teacher Student Relationship; Teaching Guides
IDENTIFIERS- *Crisis Management; *Disasters

More and more teachers report the increasing incidence of crises in children's lives, crises that interfere with the child's ability to learn. Noting that developmentally appropriate curricula must respond to the issues of immediate concern and interest to children, this source book assists teachers in facing difficult issues in the classroom and provides effective strategies for addressing these challenging problems. Chapter one of the source book describes the caregiver's role and provides general problem-solving techniques. Chapter two assists teachers in avoiding burnout by providing stress management techniques. The next 19 chapters deal with specific crises and tragedy situations children may face: (1) child illness and hospitalization; (2) family member illness; (3) child or family member with HIV/AIDS; (4) death of family member or friend; (5) separation and divorce; (6) after the divorce; (7) natural disasters; (8) child abuse; (9) child sexual abuse; (10) domestic violence; (11) substance abuse in the family; (12) community violence; (13) television violence; (14) including children with special needs; (15) racism and prejudice; (16) sexism; (17) including children from many cultures; (18) poverty and unemployment; and (19) homelessness. Each chapter includes a description of the problem, insights from child development, when to seek help, how to respond, and suggestions of resources and organizations. The final section of the source book covers crisis and curriculum, and addresses program design, curriculum ideas and activities, and helping children learn to manage their behavior. (SD)

ED 410 006 PS 025 623

Dombro, Amy Laura; And Others
The Creative Curriculum for Infants and Toddlers.
PUB DATE- 97
NOTE- 368p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Caregiver Child Relationship; Child

school and university education. The final chapter describes the current state of Montessori education in the United States and suggests its potential contribution for the future. An appendix contains a high school student's reflections on her Montessori education. The book contains notes organized by chapter and 20 references. (LPP)

ED 410 022 PS 025 662

Pritchard, Michael S.
Reasonable Children: Moral Education and Moral Learning.
PUB DATE- 96
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Children; *Critical Thinking; Definitions; Elementary Secondary Education; Empowerment; Ethical Instruction; Ethics; *Moral Development; Moral Issues; Moral Values; Parent Role; *Philosophy; School Role; Science Instruction; State Church Separation; Thinking Skills
IDENTIFIERS- Indoctrination; *Moral Reasoning; Relativism

Noting that reasonableness is not to be equated with rationality but is a form of rationality, this book explores ways in which educators can help children develop the capacity to be reasonable within the context of moral development. In Chapter 1, "Reasonable Children," the concept "reasonableness" is defined in the context of morality. Chapter 2, "Aims and Goals of Moral Education," adapts the goals and objectives of the Hastings Center for teaching ethics in higher education to moral education in the schools. Chapter 3, "Philosophy for Children," maintains that the key to promoting children's reasonableness is to provide them with opportunities to develop their philosophical abilities. Chapter 4, "What Is Critical Thinking?" and Chapter 5, "Critical Thinking in the Schools," discuss the recent concern with critical thinking in education and suggest ways in which critical thinking could be linked to moral education, with special attention to science instruction. Chapters 6 through 8 address several concerns about the role of schools in enriching the moral education of children, such as moral authority, indoctrination, relativism, the church-state relationship, and the role of the family and of teachers. The theme underlying these chapters is that it is appropriate for public schools to help students develop capacities for reasonableness but that doing so calls for empowering rather than indoctrinating children. Chapter 9, "Case by Case Reasoning," discusses how empowered children might proceed on their own in ways that are mutually respectful and supportive. Chapter 10 is "Concluding Thoughts." (Contains approximately 75 references.) (KB)

ED 410 023 PS 025 664

Ogletree, Earl J.
Eurythmy in the Waldorf Schools.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Dance Education; Dance Therapy; Elementary Education; *Elementary School Curriculum; Learning

these interventions was assessed through teacher journals, teacher observation checklists, student surveys, and group processing rubrics following each cooperative learning activity. Results indicated that cooperative learning instruction and activities improved group functioning and reduced the frequency of inappropriate behavior. Data from students' group processing rubrics substantiated increases in the use of positive social skills at each of the five targeted schools. Teacher observation checklists also revealed increases in social skills but not as consistently as the student data. (Appendices include descriptions of cooperative activities and sample lesson plans. Contains 26 references.) (Author/KB)

ED 410 040 PS 025 720

Kindergarten in Alberta: A Handbook for Parents.
PUB DATE- 97
NOTE- 45p.; For other handbooks in the "Curriculum Handbooks for Parents" series, see PS 025 721-729.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Child Development; Classroom Environment; Environmental Education; Foreign Countries; Grade 1; *Kindergarten; Kindergarten Children; Language Arts; Mathematics; *Parent Participation; Physical Education; Primary Education; School Readiness; Social Responsibility; Special Needs Students; Student Evaluation; Transitional Programs; Young Children
IDENTIFIERS- Alberta

Kindergarten marks a new beginning for parent and child, and presents challenges for parents as their child makes the transition from home to school. This handbook provides a description of what parents can expect of their child's kindergarten program in Alberta, Canada. It describes how young children learn, how learning is assessed, and how parents can be involved. Sections include: (1) "What are young children like?"; (2) "What do children learn in Kindergarten?"; (3) "How do young children learn?"; (4) "What will you see in the Kindergarten area?"; (5) "How and why is children's learning assessed in Kindergarten?"; (6) "Some children have special needs. How will the Kindergarten program meet these needs?"; (7) "How will the Kindergarten program help prepare children for Grade 1?"; (8) "How can parents be involved?"; and (9) "Questions parents may want to ask the teacher." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 410 041 PS 025 721

Curriculum Handbook for Parents, 1997-1998. Grade 1.
PUB DATE- 97
NOTE- 30p.; For other handbooks in the "Curriculum Handbooks for Parents" series, see PS 025 720-729.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; *Elementary

subjects. Appendices include teacher surveys, photographs of student projects, examples of student writing, and sample class materials. (Contains 21 references.) (KB)

ED 410 061 PS 025 747

Maryland's Kids Count Factbook 1996.
PUB DATE- 96
NOTE- 191p.; For 1995 Factbook, see ED 405 958.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; Blacks; Child Abuse; Child Health; Child Neglect; Child Support; *Children; Counties; Crime; Demography; Dropout Rate; Early Parenthood; Family (Sociological Unit); Graduation; High School Graduates; Incidence; Infant Mortality; Lead Poisoning; Mortality Rate; Out of School Youth; Poverty; Racial Differences; Reading Achievement; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; *Well Being
IDENTIFIERS- African Americans; *Maryland

This Kids Count report details statewide trends in the well-being of Maryland's children. The statistical portrait is based on 14 indicators of child well being: (1) child poverty; (2) child support; (3) births to teens; (4) low birthweight infants; (5) infant mortality; (6) lead screening; (7) child abuse and neglect; (8) child death rate; (9) teen violent death; (10) school violence; (11) juvenile violent crime arrests; (12) third grade reading achievement; (13) on-time graduation; and (14) high school completion. Charts compare Maryland counties in the domains of health, economic, safety, and preparing for adulthood. The bulk of the report presents a statewide overview and county data for well-being indicators. Findings indicate that there have been improvements in 10 indicators. Infant mortality has continued to decline. The teen violent death rate has not increased and the child death rate has declined. There have been gains on all three education indicators. However, over 15 percent of children live in poverty, a 33 percent increase in 6 years. There have been increases in low birthweight infants and the juvenile violent crime arrest rate. There are continued disparities between African Americans and whites on low birth weight, infant mortality, teen births, and teen violent death rate. An appendix lists county data on the indicators in aggregate form and describes the methodology and data sources. (KB)

ED 410 062 PS 025 748

Hopkins-Best, Mary
Toddler Adoption: The Weaver's Craft.
PUB DATE- 97
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Adopted Children; *Adoption; Adoptive Parents; Agencies; Anger; Attachment Behavior; Child Development; Child Rearing; *Children; Grief; Parent Child Relationship; Parenting Skills; *Parents; Psychological Needs; *Toddlers; Transracial Adoption

affordable communications rates. This policy brief outlines the full table of contents of the recommendations and summarizes the recommendations contained in Section X, which has the following subdivisions: (1) overview, (2) functionalities/services eligible for support, (3) intraschool and intralibrary connections, (4) discount methodology, (5) restrictions imposed on schools and libraries, (6) funding mechanisms for schools and libraries, (7) access to advanced telecommunications and information services, and (8) implementation. (TD)

ED 410 079 RC 021 093

Draft Application for Discounted School Telecommunication Services, P97-6.
PUB DATE- 30 Apr 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Economically Disadvantaged; Elementary Secondary Education; *Financial Support; Information Technology; Internet; Lunch Programs; *School Districts; *Telecommunications
IDENTIFIERS- *Application Forms; Rural Policy Research Institute; *Telecommunications Act 1996

A panel of 16 school administrators from 8 states developed this draft application for discounted school telecommunications services as part of efforts to advise the Federal Communications Commission on rural implications of the implementation of the Telecommunications Act of 1996. The application is split into a seven-page cover application to be completed by the school district and a one-page application to be completed for each school. Section 1 of the cover application requests identification of schools applying for the discount and information concerning the free-lunch program, which is used to determine the amount of the discount. Section 2 is for schools applying as a consortium, section 3 requests information regarding the required technology plan, and section 4 is for districts that already have a telecommunications contract in place. Section 5 helps the district determine its discount percentage, section 6 is authorization to post a request for bids on the World Wide Web, and section 7 is for signature and certifications of applicant districts. The one-page individual school application requests identification, the telecommunications service being requested, and an optional calculation of free-lunch participation. Nine issues that may require additional input or clarification are discussed in an addendum. These are: information dissemination, discount application procedures, fund size, school- versus district-level discounts, free versus free and reduced-price lunch percentages, issues surrounding the required technology plan, compliance audits, private school application adaptation, and application format. (TD)

ED 410 080 RC 021 094

The Telecommunications Act of 1996: The Rural Impacts of Critical FCC Telecommunications Access Decisions. RUPRI Policy Brief.
PUB DATE- Sep 96
NOTE- 11p.
LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Educational Change; Educational Strategies; Elementary Secondary Education; *Science and Society; Science Curriculum; Science Process Skills; *Scientific Literacy
IDENTIFIERS- American Association for Advancement of Science; *Project 2061 (AAAS)

This brochure provides information about Project 2061's Benchmarks for Science Literacy. It includes background information on the development of Benchmarks, a rationale for developing scientific literacy in the general public, a list of those individuals and groups who could benefit most from using Benchmarks, a comparison of Benchmarks and the National Science Education Standards, implications for assessment based on Benchmarks, the availability of Benchmarks, and a summary of the Project 2061 reform strategy. (DDR)

ED 410 097 SE 060 112

Uncovering Math with Your Family: Fun Activities in the World around You.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Early Childhood Education; *Investigations; *Mathematics Activities; *Parent Participation; *Problem Solving; Relevance (Education); Teaching Guides

Children's first experiences with numbers affect the ways in which they view mathematics the rest of their lives. In order to make sense of math, children need to explore and investigate using real objects instead of just symbols; practice skills in an atmosphere of fun; see mistakes as just another way of learning new ideas; make use of a variety of tools in problem solving; understand that there may be many ways to approach a problem; view math as useful, important, and more than just arithmetic; and feel confident that they can become problem solvers. This booklet contains mathematics activities that families can experience together. The activities were written by leading mathematics educators and are designed to provide opportunities to nurture a child's natural curiosity and to share the joy of uncovering math in the world around them. The activities are organized into four themes: (1) Math in Your Home; (2) Math in Your Neighborhood; (3) Math on the Go; and (4) Math in the Store. (JRH)

ED 410 098 SE 060 370

Frase, Mary; And Others
Pursuing Excellence: A Study of U.S. Fourth-Grade Mathematics and Science Achievement in International Context. Initial Findings from the Third International Mathematics and Science Study.
PUB DATE- Jun 97
NOTE- 67p.; Identical texts published separately under each report number. Also published as a component of "Attaining Excellence: A TIMSS Resource Kit," see SE 060 930.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)

ACER Research Monograph No. 52.
PUB DATE- 97
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Change; Educational Strategies; Elementary Secondary Education; Evaluation; Foreign Countries; Language; *Mathematical Concepts; *Mathematics Instruction; Problem Solving; Sex Differences
IDENTIFIERS- Australia

This volume has been assembled to show what can be learned about learning from large groups of children's responses to well-constructed assessment questions. The wide range of information gathered through the Basic Skills Testing Program (BSTP) has been divided into chapters that focus either on key aspects of mathematics or the major concerns of those teaching mathematics in primary schools. Field experts have contributed their views on what the BSTP results indicate about children's learning and understanding of mathematics with an emphasis on findings that will be of most significance to classroom teachers. Further, in order to provide a classroom-based perspective, practicing teachers were invited to write commentaries on some chapters. Chapters include: (1) "Classroom Views of Language in Mathematics"; (2) "Classroom Views of Gender Differences"; (3) "Classroom Views of Problem Solving in Context"; (4) "Classroom Views of Number"; (5) "Classroom Views of Length, Area, and Volume"; (6) "Classroom Views of Space"; and (7) "A Study of the Use of The BSTP Results." (JRH)

ED 410 120 SE 060 536

Mullis, Ina V. S.; And Others
Mathematics Achievement in the Primary School Years. IEA's Third International Mathematics and Science Study (TIMSS).
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- Jun 97
NOTE- 244p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Background; Elementary Education; Evaluation; Foreign Countries; Global Approach; *Mathematics Instruction; Student Attitudes
IDENTIFIERS- *Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) is the largest and most ambitious international comparative study designed to provide policy makers, educators, researchers, and practitioners with information about educational achievement and learning contexts. Data were collected from 45 countries in more than 30 different languages. Five grade levels were tested in the two subject areas, totaling more than half a million students tested around the world. The six content dimensions covered in the TIMSS mathematics tests given to the primary school students include: whole numbers; fractions and proportionality; measurement, estimation, and number sense; data representation, analysis, and probability; geometry; and patterns, relations, and functions. The results in this report describe students' mathematics achievement at both the third and fourth grade levels. About one quarter of the questions were in the free-response format requiring students to generate and write their answers. Chapters include: (1) "International cultures from around the world are represented, including: (1) Colonial America; (2) Amish; (3) Navajo; (4) African; (5) Hmong (Thailand); (6) Mayan (Guatemala); and (7) Maori (New Zealand). Contains a total of 40 references. (EH)

ED 410 141 SO 027 446

Evans, Ronald W., Ed.; Saxe, David Warren, Ed.
Handbook on Teaching Social Issues. NCSS Bulletin 93.
PUB DATE- 96
NOTE- 418p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Controversial Issues (Course Content); *Critical Thinking; Elementary Secondary Education; Evaluation; *Futures (Of Society); Instructional Materials; Moral Issues; *Multicultural Education; Political Issues; Public Affairs Education; *Reflective Teaching; Social Problems; Social Studies; Teacher Education; Values; World Problems

This handbook explores the issues-centered curriculum for social studies teaching and how student performance reflects an intellectual capacity to address public issues. The book is divided into 11 parts with essays to address specific aspects of the approach. The foreword, written by Shirley Engle, establishes a context for issues-based curriculum. Essays include: "Defining Issues-Centered Education" (Ronald W. Evans; Fred M. Newmann; David Warren Saxe); "Building a Rationale for Issues-Centered Education" (Anna S. Ochoa-Becker); "The Engle-Ochoa Decision Making Model for Citizenship Education" (Rodney F. Allen); "Using Issues in the Teaching of American History" (David Warren Saxe); "World History and Issues-Centered Instruction" (Richard E. Gross); "Issues-Centered Approaches to Teaching Geography Courses" (A. David Hill; Salvatore J. Natoli); "Issues-Centered Global Education" (Merry M. Merryfield; Connie S. White); "An Approach to Issues-Oriented Economic Education" (Beverly J. Armento; Francis W. Rushing; Wayne A. Cook); "Teaching Issues-Centered Anthropology, Sociology, and Psychology" (Jerry A. Ligon; George W. Chilcoat); "Issue-Centered Curricula and Instruction at the Middle Level" (Samuel Totten; Jon Pedersen); "An Issues-Centered Curriculum for High School Social Studies" (Ronald W. Evans; Jerry Brodkey); "Assessing Student Learning of an Issue-Oriented Curriculum" (Walter C. Parker); "International Social Studies: Alternative Futures" (James L. Barth); "International Relations/Foreign Policy Teaching Resources" (Mary E. Soley); "Domestic Economic Policy" (Ronald A. Banaszak); "Teaching about International Human Rights" (Nancy Flowers); and "Children's Rights" (Beverly C. Edmonds). An afterword is provided by James Shaver. (EH)

ED 410 142 SO 027 447

Hostrop, Richard W.
United States History Simulations, 1925-1964: The Scopes Trial, Dropping the Atomic Bomb on Japan, United States versus Alger Hiss, Mississippi--Summer 1964. ETC Simulations Number Three.
PUB DATE- 90
NOTE- 68p.
LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Architecture; Area Studies; Developing Nations; *English (Second Language); *European History; Foreign Countries; Instructional Materials; Intermediate Grades; Junior High Schools; Middle Schools; Modern History; Social Studies; Teaching Guides; World History
IDENTIFIERS- *Bulgaria; Fulbright Hays Seminars Abroad Program; Middle School Students; *Romania

This paper presents seven lessons intended to increase the cultural awareness of middle school students concerning life in Bulgaria, Romania, and other parts of the world. The lessons include: (1) "Getting Acquainted, Letter Writing"; (2) "Learning English as a Second Language"; (3) "Newspaper Sharing"; (4) "Monastery Comparison"; (5) "Comparisons of Monasteries with California Missions"; (6) "Comparative Forms of Government"; (7) "Comparison of Land Use and Environmental Standards"; and (8) "Comparison of Architecture." (EH)

ED 410 164 SO 027 941

DeAngelis, Mariann
Bulgaria and Romania: A Geo-Political Introduction. A Curriculum Unit. Fulbright-Hays Summer Seminar Abroad 1996 (Bulgaria and Romania).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Developing Nations; *European History; Foreign Countries; High Schools; Instructional Materials; International Studies; Modern History; Multicultural Education; Social Studies; World History
IDENTIFIERS- *Bulgaria; Fulbright Hays Seminars Abroad Program; *Romania

This paper presents three lessons intended for an advanced placement comparative politics course at the high school level. The lessons include a slide show and a map study of both Bulgaria and Romania and uses documents to compare and contrast the constitutions of Bulgaria and Romania with that of the United States. The text of the slide show presentations is included, as are copies of the constitutions of the three nations. (EH)

ED 410 165 SO 027 943

Kirtland, Jack
Bulgaria and Romania: Geography and Economics. Fulbright-Hays Summer Seminar Abroad 1996 (Bulgaria and Romania).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 8p.; Slides not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Developing Nations; *Economics;

PUB DATE- Oct 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Development; *Economic Factors; *Economic Impact; Economics; Economics Education; Exports; *Fine Arts; International Trade
IDENTIFIERS- *Art Industry

This report indicates that a proper accounting for the size of the arts industry should be adjusted to incorporate "unmeasured" industry "revenues" stemming from contributions of time and commodities as well as the willingness of the public to pay more in taxes to support the arts. The contributions of the arts industry will be understated if significant non-economic benefits are omitted. Such contributions include the arts as a kind of "basic research" leading ultimately to economically successful "applied" cultural products such as those that have captured the imagination of the entire world through mass media presentation. They also include the types of community benefits that have led many corporations to support the arts as a way of attracting and keeping a higher quality workforce and making marketing inroads with targeted consumer communities. The so-called "secondary" economic benefits of the arts industry may well exceed even the substantial benefits more typically stemming from their role as a generator of jobs and spending in the economy. (MM)

ED 410 184 SO 028 613

Radich, Anthony J.
Twenty Years of Economic Impact Studies of the Arts: A Review.
PUB DATE- 92
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Research/Technical (143)
DESCRIPTORS- Economic Development; Economic Impact; *Economic Research; Economics; Economics Education; *Fine Arts; Social Science Research
IDENTIFIERS- *Art Industry

This analysis begins with a review of the history of economic impact studies of the arts. Characteristics of the environment that have led to the development of the economic impact study as an advocacy tool are identified and some of the significant early research in the area that set patterns for later studies is cited. In the second section of the study the major findings of prior studies of the economic impact of the arts are given. These indicate that: (1) the arts constitute a significant large-scale business activity; and (2) the arts have experienced significant growth in a very short period of time. In the third section of the study, issues of research design relevant to these studies are identified, including purpose, definition of the arts industry, methods of measuring impact, data-collection methods, selection and use of multipliers, and research administration. Contains 277 references. (MM)

ED 410 185 SO 028 614

Peters, Mary G, Monnie
Arts Organizations and the 1987 Census of Service Industries.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- Jul 92

pragmatism encourages testing the authenticity or truth of ideas through experience. Experientialism, an elaboration of pragmatism, views knowledge as most useful when tested in a social context. The educational practices utilized within the model encourage the development of teachers who are committed to developing citizens for democracy. More specifically, the pragmatic-experiential model prepares teachers who: (1) participate in collaboration to recognize the social nature of learning and the power of the collective community; (2) employ application for progression of professional growth from a novice candidate in pre-professional experiences to consciously pragmatic-experiential teachers; (3) practice inquiry to make discoveries in response to novel situations and to pose questions as critical thinkers in planning and decision-making; and (4) utilize reflection to engage in a disciplined analysis of situations which generates alternatives and results in deeper understanding. The students develop these competencies through a logical sequence of courses and experiences in general studies, professional studies, pracitcums, and student teaching. (Author/ND)

ED 410 203 SP 037 462

Kottler, Jeffrey A.
What's Really Said in the Teachers' Lounge: Provocative Ideas about Cultures and Classrooms.
PUB DATE- May 97
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Anthropology; *Bias; *Classroom Environment; *Cultural Awareness; *Cultural Differences; *Diversity (Student); Elementary Secondary Education; Intergroup Relations; Political Correctness; School Culture; Student School Relationship; *Teacher Attitudes; Teacher Role; Teaching Methods
IDENTIFIERS- *Cultural Values

This publication explores how teachers' cultural origins, as well as those of their students and colleagues, impact growth and learning, and how teachers can make classrooms more culturally responsive. The book is divided into two parts with a "bridge" chapter between them. Part 1, "Conceptual Provocations" includes five chapters: (1) "Your Culture Is Showing" explores cultural adaptability, origins of cultural identity, and cultural values; (2) "Climate of Political Correctness" covers the politics of victimization and questionable assumptions; (3) "Just How Different Are We, Anyway?" looks at disorientation, student and teacher subcultures, multiple cultures that interact, and confronting biases and prejudices; (4) "Some Cultural Misunderstandings" discusses examples of mainstream concepts that make learning difficult for children from different cultures; and (5) "Beauty and Grace in School Rituals (Richard Powell and Jeffrey A. Kottler) examines the structure of school rituals and accommodating cultural rituals. Chapter 6 (the "bridge chapter) "Teaching As If You Were an Anthropologist," presents an alternative way of thinking about a teacher's work. Part 2, "Purposeful Actions," includes four chapters: (7) "Being and Doing Things Differently in the Classroom" (Jeffrey A. Kottler and Ellen Kottler) looks at the rules within student cultures and making learning culturally

DESCRIPTORS- *Compensation (Remuneration); Degrees (Academic); Elementary Secondary Education; *Public School Teachers; Public Schools; School Districts; State Surveys; Tables (Data); *Teacher Salaries
IDENTIFIERS- *Illinois

The annual Illinois Teacher Salary Study presents selected statistical information on teacher salary policies, salary schedules, actual salaries paid, and fringe benefits. Tables cover: (1) statewide summary data by district type and size; (2) individual districts' salary schedule and selected policy/provision information; (3) individual area vocational centers' salary schedule and selected policy/provision information; (4) individual special education cooperatives' salary schedule and selected policy/provision information; and (5) policy cost and percent the board paid for fringe benefits per employee and family. The statewide median scheduled salaries for beginning teachers at the bachelor's and master's degree levels are $22,717 and $25,079, respectively. The medians of the maximum scheduled salaries for experienced teachers at these same degree levels are $34,128 and $41,172, respectively, and the median for the highest scheduled salaries is $44,585. Districts with larger enrollment size tend to adopt higher scheduled salaries than smaller districts. The median of the highest scheduled salaries for districts under 500 enrollment is $35,357; the corresponding median for districts with 12,000 or more enrollment is $62,070. Districts located in and near Cook County (Chicago) also tend to have higher scheduled salaries. Appendices list county names and code numbers and include the 1996-97 salary study form. (ND)

ED 410 223 SP 037 498

Minority Teacher Report to the Oregon Legislature, 1997. Response to the Minority Teacher Act of 1991.
PUB DATE- Jun 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Black Teachers; *Diversity (Faculty); Educational Policy; Elementary Secondary Education; *Enrollment Influences; Higher Education; *Minority Group Teachers; Minority Groups; Preservice Teacher Education; Public Schools; State Colleges; *State Legislation; Teacher Certification; Teacher Placement; *Teacher Recruitment
IDENTIFIERS- *Oregon

This report covers data on the number of minorities interested in teaching and the soundness of the "pipeline," the paths leading minorities into higher education, teacher education, and successful classroom placement. The data were analyzed according to 10 indicators, arranged in three groups. The first group surveyed progress up to the baccalaureate level, focusing on the number of minority students enrolled in community colleges, and those applying to, accepted by, and graduating from public four-year institutions. The second group of indicators followed minority students through the pipeline to certification as teachers, including the number applying to, accepted by, and enrolled in teacher education programs; the number completing the programs; and the number receiving certification as a result of their professional training. The third group of indicators measured the changing racial and ethnic composition of education professionals, showing newly employed minority teachers and minority teachers already in the dependency, Yen's "Q" (H. Huynh, H. Michaels, and S. Ferrara, 1995), deserve further investigation. Pearson correlation coefficients do not distribute normally when the coefficients are large, and thus cannot quantify the dependency well. In the second place, the accuracy of item response theory person ability estimates is always relative to the standard error of the estimation, and in the third place, Yen's approach does not have a criterion to determine the significance level of the index of dependency between a pair of items (Q3). This paper addresses these concerns by proposing Fisher's "Z" as the index for item dependency. It compares the statistical properties of Fisher's Z with Yen's Q and weights the observed residuals by the standard error of person ability. Items for the study were from the second administration of part of a national medical licensing examination in 1995 taken by 361 first-time test takers. Fisher's Z accurately estimated the zero mean dependency for stand-alone items and successfully differentiated stand-alone items from clustered items based on the degree of dependency. This suggests that Fisher's Z is a valid, reliable, and sensitive index for quantifying item dependency. Two appendixes provide a sample of stand-alone items and a sample of item cluster. (Contains four figures and three references.) (SLD)

ED 410 242 TM 026 979

Young, Deidra J.
A Multilevel Analysis of Science and Mathematics Achievement.
SPONS. AGENCY- Australian Research Council.; Curtin Univ. of Technology, Perth (Australia).
PUB DATE- Mar 97
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Case Studies; Catholic Schools; *Educational Environment; Elementary Secondary Education; Foreign Countries; Learning; *Mathematics Achievement; Private Schools; Public Schools; Rural Schools; *Science Education; Socioeconomic Status; *Student Attitudes; Surveys; Urban Schools
IDENTIFIERS- Academic Self Concept; *Australia (Western Australia)

The effects of academic self-concept and the learning environment on science and mathematics achievement were studied in remote and rural Western Australia. The Western Australian School Effectiveness Study explored achievement in 28 urban and rural high schools. In the first phase, survey instruments were developed and piloted in two schools, and in the second phase, a 3-year longitudinal study of government, Catholic, and independent secondary schools was implemented. The proposed third phase will use a case study approach to examine some exceptionally effective schools. All results tended to be lower for students from remote areas, but it was suspected that these variations may be related to socioeconomic status. Teachers perceived that students were more supportive in metropolitan schools, and students in rural schools thought that their teachers and peers were more supportive. Students in country schools appeared to be more satisfied with their schools. Achievement scores were not readily comparable because of a lack of prior achievement data. Background and context effects explained a large amount of variance in the classroom, but development process, guidelines for interpreting and using the examination results, and the percentage distribution of marks in diploma examination courses. (Contains 38 figures and 42 tables.) (SLD)

ED 410 260 TM 027 034

McGill-Franzen, Anne; Ward, Naomi
Teachers' Stance towards Standards, Frameworks, and Assessments for English Language Arts and Social Studies: The Case of NYS.
PUB DATE- Mar 97
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; *Educational Assessment; Elementary Education; *Elementary School Teachers; *English; Interviews; *Language Arts; Models; *Social Studies; Sociocultural Patterns; *Standards; State Programs; Suburban Schools; Theory Practice Relationship; Urban Schools
IDENTIFIERS- New York

This paper presents the results of a document and interview analysis focusing on the standards and frameworks materials that have been newly developed for teachers and administrators in New York to determine the fit between these guidelines and the developing sociocultural concept of curriculum as "conversation" within the domains of English Language Arts and Social Studies. The study focused on 21 teachers in several schoolwide curriculum projects at kindergarten through grade 4 levels. The first data set consisted of documents from a variety of sources. The second data set included transcribed telephone interviews from 16 urban and 5 suburban teachers. The analyses indicate that the framework documents offered by the state and school districts are not sufficient for teachers to transform the new standards into classroom practice. For example, aside from the documents on the state testing program, there is little guidance on beginning reading development and assessment. In social studies education little instruction as delivered bears any relationship to the state social studies standards. Comparisons across examined standards documents and also statements made of teachers revealed some discontinuities, suggesting a breach in many cases between intended public policy and implementation. Teachers may be caught between conflicting expectations. An appendix presents the New York state standards for social studies. (Contains 1 table, 3 figures, and 14 references.) (SLD)

ED 410 261 TM 027 036

Brammer, Robert
Expertise in Psychological Inquiry: A Computerized Assessment.
PUB DATE- Mar 97
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; *Clinical Experience; *Computer Assisted Testing; Knowledge Level; Patients;

received for the CRESST descriptive questionnaire. Major findings are: (1) across 18 items measuring the quality of CRESST research and development, 73 to 91% of consumers rated CRESST in the top 3 categories of performance on an 8-point scale; (2) few significant differences exist between CRESST consumers, so that market segmentation of research does not seem appropriate; (3) the CRESST web site has more than tripled the number of CRESST products available; (4) impact from CRESST research is considerable, but changes in instruments could document that impact better; (5) comparative information from other research organizations would aid decision makers in measuring program quality; and (6) future CRESST dissemination planning should develop strategies for evaluation of major new CRESST programs. Five appendixes contain the questionnaires, descriptive statistics, and normality plots and descriptions of nonparametric tests. (Contains 22 tables, 22 figures, and 99 references.) (Author/SLD)

ED 410 280   TM 027 091

Meshbane, Alice; Morris, John D.
A Method for Selecting between Fisher's Linear Classification Functions and Least Absolute Deviation in Predictive Discriminant Analysis.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Comparative Analysis; Computer Software; Correlation; *Discriminant Analysis; *Prediction
IDENTIFIERS- *Cross Validation; *Fishers Linear Classification Functions

A method for comparing the cross-validated classification accuracy of Fisher's linear classification functions (FLCFs) and the least absolute deviation is presented under varying data conditions for the two-group classification problem. With this method, separate-group as well as total-sample proportions of current classifications can be compared for the two classification procedures. Q. McNemar's (1947) test for contrasting correlated proportions is used in statistical comparisons of separate-group and total-sample proportions. The method is illustrated with 22 real data sets. FLCFs were built on assumptions of multivariate normality, equal covariance matrices, and equal prior probabilities of group membership. Least absolute deviation (LAD) models were built using a computer subroutine that incorporates linear programming code. Use of the method and computer program demonstrated in this study will allow researchers to compare the explicit cross-validated classification hit-rate accuracy of LAD and FLCFs for any specific data set and select the procedure that yields the higher total-sample or separate-group hit rate, depending on the hit rate of interest. (Contains 1 table and 23 references.) (Author/SLD)

ED 410 281   TM 027 092

Fenzel, L. Mickey; Leary, Timothy P.
Evaluating Outcomes of Service-Learning Courses at a Parochial College.
PUB DATE- Mar 97

PUB DATE- Mar 97
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Least Squares Statistics; Monte Carlo Methods; *Research Design; *Sample Size
IDENTIFIERS- Mean (Statistics); *Repeated Measures Design; Sphericity Tests; *Split Plot Designs; Violation of Assumptions

The Welch-James (WJ) and Improved General Approximation (IGA) tests for the within-subjects main and interaction effects in a split-plot repeated measurement design were investigated when least squares estimates and robust estimates based on trimmed means were used. Variables manipulated in the Monte Carlo study included the degree of multivariate normality, degree of departure from the assumption of multisample sphericity, total sample size, degree of sample size imbalance, and number of levels of within-subjects factor. Consistent with previous research, the WJ and IGA procedures based on least squares estimates were not always robust to violations of the multisample sphericity assumption when the data were obtained from multivariate nonnormal distributions. Adoption of trimmed mean estimators resulted in dramatic improvements in the Type I error performance of the WJ procedure. These results suggest that it is possible to obtain tests of within-subjects effects in split-plot designs that are robust to the combined effects of assumption violations. (Contains 6 tables and 21 references.) (Author/SLD)

ED 410 299 TM 027 178

Oakeley, Cecilia; Yang, Hua
Notion into Practice: A Systematic Testing Program for All LEP Students in a Large Urban District.
PUB DATE- Mar 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Elementary Secondary Education; English (Second Language); Evaluation Methods; *Language Proficiency; *Limited English Speaking; Program Development; Program Implementation; School District Size; School Districts; *Special Needs Students; Tables (Data); Testing Problems; *Testing Programs; *Urban Schools
IDENTIFIERS- *Dallas Independent School District TX; *Large Scale Assessment; Texas Assessment of Academic Skills

As the idea of including limited English proficient (LEP) students in large-scale assessments is becoming popular among researchers, the practical question of how to do so meaningfully so that the needs and performances of LEP students are recognized while their scores are interpreted and used correctly becomes more important. This paper presents the experience of the Dallas Public Schools (Texas) in finding a solution to these problems. A program was designed with the help of a commercially developed test, the Woodcock-Munoz Language Survey. All enrolled LEP students in Dallas schools is easier to ensure the match to expected skills with a CRT. In 1994, 31 states administered NRTs and 33 states administered CRTs. Of these states, 22 administered both types of test. Before a state can choose the type of standardized test to use, state education officials will have to consider three criteria: (1) whether the assessment strategies of a test match the state's goals; (2) the content the state wishes to assess; and (3) the kinds of interpretations state officials want to make about student performance. (Contains six references.) (SLD)

ED 410 317 TM 027 827

Rudner, Lawrence M.
Early Childhood Program Research and Evaluation. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Child Development; Cognitive Development; *Early Childhood Education; *Educational Research; Effect Size; Evaluation Methods; Intelligence; Intelligence Tests; *Program Evaluation; Test Reliability; Test Validity; *Young Children
IDENTIFIERS- ERIC Digests

In educational research and evaluation, a sample of subjects usually received some type of programmatic treatment. Outcome scores for these students are then compared with outcome scores of a control or comparison group. M. Lewis and H. McGurk (1972) have pointed out that there are some implicit assumptions when this approach is applied to programs for infants and toddlers. These are: that infant intelligence is a general unitary capacity; that mental development can be enhanced by enriching the infant's experience in a few areas; and that infant scales can reflect the improvement that results from a specific enrichment experience. The contrasting view is that infants and toddlers undergo rapid, nonlinear growth and change along many lines of development. This digest examines these contrasting assumptions, first by examining the short-term and long-term consistency of test scores. Research has shown that test-retest reliability is extremely low for infants and increases moderately for toddlers, a finding that is consistent with the view of the child going through nonlinear growth. Classic studies of mental growth in infants and toddlers show inconsistent and unpredictable growth rates and demonstrate little predictive validity for early studies of mental growth. A close look at statistical implications suggests that it is not likely that the researcher or evaluator could find significant differences if they do exist. For these reasons, in lieu of control-comparison group testing, the use of case studies, the computation of effect sizes, and the examination of growth curves are suggested for evaluations of programs for infants and toddlers. (Contains 13 references.) (SLD)

ED 410 318 TM 027 830

Syrett, Kristen L.; Rudner, Lawrence M.
Authorship Ethics. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 96
NOTE- 4p.

examined in the context of a descriptive evaluation of co-occurring substance-related problems and mental disorders. The purpose of this study was to extend the findings of the Epidemiologic Catchment Area (ECA) study of the National Institute of Mental Health into the area of comorbid assaultive violence and to evaluate recommendations made by J. D. Yoder and A. S. Kahn (1993) for noncomparative and descriptive research designs. Case records of 257 male youth offenders, aged 12-17 years, were reviewed. Variables were documented alcohol- or drug-related problems, referrals or counseling for emotional problems, and incidents of interpersonal violence. Half of these participants had at least one prior offense, and 14% were adjudicated for drug-related offenses not related to alcohol. Thirty-three percent had a history of violent crime. Subjects with an alcohol problem were 18 times more likely to have a co-occurring drug problem, 10 times more likely to have a co-occurring drug-related or mental health problem, and 5 times more likely to have an emotional problem than subjects without a history of alcohol-related difficulties. However, there was no indication of comorbidity of any of these disorders with assaultive violence. Substance-related and mental disorders may share some common pathways, but the mechanisms underlying interpersonal violence appear to be different. (Contains 32 references.) (SLD)

ED 410 336   UD 031 829

Philipsen, Maike
Parental Involvement in Schools: Case Studies of Three High
  Schools in a Southeastern Metropolitan Area. A Research Report.
PUB DATE- 20 Jan 96
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Educational Policy; Educational
  Practices; *High Schools; Interviews; Parent Attitudes; *Parent
  Participation; Parent School Relationship; *School Community
  Relationship; *Secondary School Teachers; Surveys; Urban Schools
IDENTIFIERS- Stakeholders; United States (Southeast)

The degree and nature of parental involvement at three high schools was studied. A brief survey of school personnel gathered the responses of teachers about parental involvement, and teachers and staff were asked to nominate involved parents as well as parents who seemed to perceive barriers to school involvement. Following the surveys, 52 in-depth interviews were conducted with teachers, school administrators, staff, and involved and "uninvolved" parents. Parental involvement differed in degree and nature between schools and within schools. In this study, the greatest variance in parent involvement was found in the most rural of the schools studied. Findings did reveal that parents are involved in many ways, including the silent involvement of encouraging children's educational activities. A high level of parental involvement did not automatically mean positive school-community relations, since an angry and vocal parent body may be perceived as threatening by school administrators. Parental involvement is shaped by parent-school relations and by relations within the parent community. In one of the schools, a deeply felt chasm between the parents and the school was noted. A decisive factor in parent involvement was whether or not the parents felt a sense of ownership over the school. Implications for educational practice and policy are discussed. Five appendixes present interview guides, survey responses, and the parental

DESCRIPTORS- *Access to Information; Educational Equipment; *Educational Technology; *Elementary Secondary Education; *Internet; *Private Schools; Statistical Data; Tables (Data); *Telecommunications
IDENTIFIERS- Connectivity

This document provides data from a nationally representative sample of private elementary, secondary, and combined schools in the United States and District of Columbia in the fall 1995. Twenty-five percent of private schools had access to the Internet. By comparison, 50% of public schools were on the Internet. Access to the Internet varied by instructional level of the school and size of enrollment; 57% of private secondary schools had Internet access compared with 23% of elementary schools and 19% of schools combining elementary and secondary grades. Almost all private schools (95%) were equipped with computers. On average, there were 24 computers per private school and an average of 9 private school students per computer. Nonsectarian schools reported fewer students per computer (6) than Catholic schools (10) and other religious schools. Nine percent of all the computers in private schools had Internet access and there were 99 students for every computer with Internet access. The percent of computers on the Internet in nonsectarian private schools was almost four times higher than the percent in schools with religious affiliations. Nonsectarian schools reported the lowest ratio of students per Internet connected computer--25 to 1. The ratio of students per computer with Internet access also varied by instructional level. Five percent of all instructional rooms in private schools had Internet access. Seventy-three percent of private schools provided access in one or more instructional rooms. Nonsectarian schools were more likely than Catholic schools to provide classroom access to the Internet. Of private schools with Internet access, 94% had e-mail, 72% had World Wide Web access, 69% had access to newsgroups, and 67% had search capability services. Ninety-four percent of private schools connected to wide area networks by modem. Teachers and staff had the largest role in developing private schools' advanced telecommunications activities, followed by parents. Fourteen percent of private schools had a full-time network administrator. Four in 10 private schools that did not have Internet access had plans to obtain access in the future. Funding was the most frequently cited barrier to the acquisition or use of advanced telecommunications in private schools. Twenty-one tables present statistics and standard errors for tables. The survey instrument is included. (AEF)

ED 409 895   IR 018 527

Small, Ruth V.
Motivation in Instructional Digest. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Educational Assessment; *Instructional Design; Instructional Materials; Learning Strategies; Models; *Student Attitudes; Student Interests; *Student Motivation
IDENTIFIERS- ERIC Digests

The ARCS Model of Motivational Design, developed by John M.

concerning the reporting, financial contractual, and auditing requirements for recipients of Texas State Library grants funded with state and federal funds under the Library Systems Act (LSA) and the Library Services and Construction Act (LSCA). The handbook is divided into 12 sections: (1) Grant Organizations; (2) Grant Requirements; (3) Grant Financial Management; (4) Basic Cost Principles; (5) Performance Reporting; (6) Program Revision Procedures; (7) Property Management; (8) Procurement Standards; (9) Debarment and Suspension; (10) Record Retention; (11) Enforcement; and (12) Grant Close-Out. Information is presented in outline format and copies of forms and examples are included. Seven appendices present additional related guidelines and information: forms; common questions and answers; appeals procedure; and guidelines for prior approvals, system property inventory, property inventory, and library materials inventory. (SWC)

ED 409 915 IR 056 438

Library Laws of Texas 1997. A Compilation through the 74th Legislature, 1995.
PUB DATE- 97
NOTE- 161p.; For 1991 Library Laws, see ED 339 384.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Libraries; Archives; County Libraries; Elementary Secondary Education; Financial Support; Higher Education; Library Administration; Library Facilities; Nonprofit Organizations; *Public Libraries; Records Management; School Libraries; *State Legislation; State Libraries
IDENTIFIERS- *Texas

This publication provides a compilation of Texas statutes relating to libraries and topics of interest to librarians through the 74th Legislature, 1995. In addition to laws in which the words "library," "books," "Texas State Library," "Library and Archives Commission," and "director and librarian" appear in any form, this update to the 1991 edition contains legislation of interest to the library community on such topics as discrimination, intergovernmental cooperation, liability of public employees, obscenity, open records, public buildings, financing, and more. Legislation information is organized into the following broad categories: Civil Statutes; Civil Practice and Remedies Code; Education Code; Election Code; Government Code; Health and Safety Code; Human Resources Code; Insurance Code; Labor Code; Local Government Code; Penal Code; Property Code; Tax Code; and Miscellaneous. Concurrent resolutions of the legislature and a summary of Texas Attorney General Opinions relating to libraries and public records close the publication. (SWC)

ED 409 916 IR 056 439

Library Statistics Cooperative Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 6p.; Eight panel brochure.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Characteristics; Tables (Data); *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Graduate Attitudes; Piedmont Virginia Community College

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates to obtain information on jobs, career satisfaction, transfer to other institutions, and the effect of PVCC on graduates' careers and further education. Findings from the survey of 1994-95 graduates, based on responses from 41.1% of the 241 alumni surveyed, included the following: (1) 40.6% of the graduates were employed in full-time jobs related to their field of study at the college; (2) 87.5% of the respondents reported that they were either very satisfied or satisfied with their current jobs, while 12.5% reported that they were unsatisfied; (3) 45.2% of the respondents indicated that the academic preparation they received at PVCC was excellent with respect to their current jobs, while 48% indicated that it was good; (4) the average annual salary earned by the respondents was $18,681, while the median was $19,066; (5) 24.5% earned less than $20,000; 25.5% earned between $20,000 and $30,000; 16.3% earned more than $30,000; and (6) 36 respondents were continuing their education at four-year colleges or universities, while their average grade point average at the receiving institutions was 3.58. Includes 44 data tables. The survey instrument is appended. (HAA)

ED 409 934   JC 970 398

McFarlin, Charles H.; Ebbers, Larry H.
Preparation Factors Common in Outstanding Community College Presidents.
PUB DATE- Jun 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrator Effectiveness; *College Presidents; Community Colleges; Comparative Analysis; Educational Background; Faculty Publishing; *Leadership Qualities; *Predictor Variables; Technological Literacy; Two Year Colleges

A study was conducted to determine the relationship between selected preparation factors and the existence of outstanding leadership skills among community college presidents. Surveys were sent to all 147 presidents of public, two-year institutions in the Upper Midwest United States, with 85% (n=125) responding. A peer rating method was used to divide the respondents into an outstanding/leading group and a normative group, while the questionnaire determined respondents' characteristics with respect to the following nine preparation factors: (1) possession of a terminal degree; (2) the specific study of community college leadership as an academic major; (3) an active personal research and publication agenda; (4) specific preparation as a change agent; (5) identification as a community college insider; (6) participation as a protegee in a protegee/mentor relationship; (7) involvement in a peer network; (8) leadership development activities outside of graduate program; and (9) knowledge of technology. The peer selection process identified 17 of the 125 respondents as leading presidents, while an analysis of responses indicated that this group displayed higher rates of having earned a terminal degree, having majored in higher education with an emphasis on community college leadership, publishing and

ED 409 953 JC 970 417

Lewis, Karron G., Ed.
The Journal of Staff, Program, & Organization Development, 1995-1996.
PUB DATE- 96
NOTE- 330p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Faculty; Community Colleges; *Educational Practices; Educational Technology; Faculty College Relationship; *Faculty Development; Faculty Evaluation; Instructional Improvement; *Organizational Development; *Professional Development; Program Descriptions; *Staff Development; Two Year Colleges

Focusing on issues and practices related to professional development at two- and four-year colleges, selected articles in the four issues of this volume include the following: "Empowering Faculty: An Alternative Method for Allocating Funds" (B. Dangerfield, D. Stover, and C. Byers); "Research Portfolios: Connecting Projects to Products" (L. Burlbaw and V. Balester); "Administrators' Leadership Ability Perceptions" (D. Jackman and M. Swan); "From Practitioner to Professor: A Reflective Vision" (D. Qualters); "Senior Faculty and the End to Mandatory Retirement: Uncovering Age-Bias in Academe" (A. Crawley); "Perceived Needs for Faculty Orientation at Arab Gulf Universities: The Case of Sultan Qaboos University" (S. Al-Lamki); "Moving From 'Two Solitudes' Towards a 'Blended' Culture in School/University Partnerships" (A. Elliott and S. Drake); "Confronting Faculty Fear of Student Teaching Evaluations: A Personal Perspective" (L. Schmier); "Faculty Attitudes toward Student Course Evaluations" (G. Bollin, D. Bolton, and S. Kletzien); "Teaching Practices of Higher Education Program Faculty: An Analysis of Selected Syllabi" (M. Miller and G. Nelson); "Coaching Faculty to Succeed on Interactive Television Networks" (B. Millis and E. Sapp); "Giving Voice to the Silent Ones: Electronic Discussion in a College Literature Course" (T. Reber); "An Exploratory Study of the Role of Part-Time Administrators in Small, Private Liberal Arts Colleges" (S. Kokovich, C. Drubel, and J. Creswell); "Mentoring, Counseling, and Advising: A Coordinated Approach for Reentry and Nontraditional Women" (K. Thompson); "A Formative Evaluation of the New Brunswick Community College Instructor Development Program" (E. Herbeson and P. Post); "The Role of Staff Development in Improving the Quality of Learning and Adapting to Changing Conditions" (C. Kapp); "A Partnership Model for Improving Teaching and Learning--Step One: Building the Database" (H. Carlson, L. Hilsen, M. O'Brien, and D. Petersen-Perlman); "Faculty Involvement in Governance: A Comparison of Two Faculties" (M. Miller, T. McCormack, and R. Newman); and "Is Teaching and Learning a Priority? Conduct an Audit and Find Out" (T. O'Banion). (TGI)

ED 409 954 JC 970 418

Huffman, Zoula; And Others
Program Review: A Critical Analysis of Departmental Effectiveness. Revised.
PUB DATE- Jan 97
NOTE- 46p.; Materials used in a presentation to the Annual Summer Institute on Institutional Effectiveness and Student Success, sponsored by the Consortium for Community College Development

reading, and/or mathematics. In order to promote student growth, with particular emphasis upon personal characteristics and interpersonal competencies, and increase retention, the FYIP implemented the following counseling components: (1) the creation of the Freshman Outreach, Caring, Understanding, and Support (FOCUS) Center, a holistic counseling center which provides confidential assistance with individual, vocational, personal, developmental, academic, and social problems through counseling interviews, psychological assessment, and relevant educational and occupational information; (2) psychoeducational testing, including the Noel-Levitz Retention Management System, Myers-Brigg Type indicator, and the California Occupational Preference Survey; (3) peer counseling and tutoring to help students adjust to the college; (4) a rapid contact counseling system to provide immediate contact with absent and "problem" students; and (5) a revised orientation and career development course that includes self-concept development and problem solving/coping skills. Preliminary results suggest that the program has been effective, with 76.5% of FYIP participants continuing enrollment from fall 1993 to fall 1994, compared to 59.3% of non-participants. Contains 20 references. A list of test publishers and the orientation and career development course syllabus are appended. (TGI)

ED 409 972 JC 970 437

Pacifici, Tamara; McKinney, Kristen
Disability Support Services for Community College Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Colleges; *Disabilities; *Educational Practices; Financial Support; National Surveys; Partnerships in Education; Program Effectiveness; Program Implementation; *Special Needs Students; *Student Needs; Student Personnel Services; Student Welfare; *Two Year College Students; Two Year Colleges
IDENTIFIERS- ERIC Digests

Although about 53% of public higher education students are enrolled in community colleges, the proportion of students with disabilities served by the community colleges is about 71%. According to a 1995 survey of 672 community colleges across the United States, approximately 8% of students reported a disability and about half of those requested services. Eighty percent of responding colleges indicated that they had a formal disability support services (DSS) office, up from 70% in 1992. Support services provided by colleges include disability assessment, orientation, academic advising, career exploration, transfer advising, tutoring, adjustment counseling, and adaptive equipment. Moreover, many DSS offices have developed partnerships with community organizations or other campus departments to aid in the provision of services. Successful DSS efforts are marked by four general characteristics: administrative commitment, community linkages, staff expertise, and faculty support. Barriers to providing effective services include difficulty in obtaining adequate funding, lack of training and limited understanding of disabilities among school academic program, and educational goals, as well as the history of the computer laboratory. It then presents a general overview of the computer curriculum objectives for grades 1 through 6 and student evaluation methods. For each grade level, specific learning objectives, instructional strategies, and evaluation methods are described. Sample lesson plans are also included. Contains 9 references. (KB)

ED 409 990 PS 025 583

McCloskey, Donna, Ed.
Shaping the Future: Today's Parents = Faconner l'avenir: les parents d'aujourd'hui.
PUB DATE- Jun 97
NOTE- 33p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- *Child Rearing; Childhood Needs; Children; Cultural Influences; Family Environment; Family Relationship; Family Structure; Foreign Countries; Futures (of Society); *Parent Attitudes; *Parent Child Relationship; Parent Materials; *Parent Responsibility; Parents
IDENTIFIERS- Canada; Grandparent Grandchild Relationship; Grandparent Responsibility; Parent Needs

This issue of the Canadian quarterly "Transition," in French and English language versions, examines issues related to the role of parents in shaping the future of their children. It is suggested that a holistic view of the role of parents should include not only the daily art of parenting as practiced in the homes of individual mothers and fathers, but also the larger context of parenthood--the social attitudes and economic conditions that influence the lives of parents and children. Major articles in this issue are: (1) "Mother, Father, Child," examining the extent to which parenting is valued by North American society; (2) "Windows of Opportunity," discussing the importance of focusing on children's needs, especially in the first 3 years of life; (3) "Motherhood," reflecting on the author's realization that loving her children takes an enormous effort and that is as it should be; (4) "Being There: On What a Man Can Do for a Child," reflecting on the role of fathers and grandfathers; and (5) "Parenting Resources," listing programs, publications, videos and parenting information on the Internet. Other brief articles and columns discuss the role of a good breakfast, the Child and Family Canada website, reviews of videos and free publications. (AA)

ED 409 991 PS 025 586

Mack, Cheryl; And Others
Separation and Loss: A Handbook for Early Childhood Professionals.
SPONS. AGENCY- Pennsylvania State Dept. of Public Welfare, Harrisburg.
PUB DATE- 91
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attachment Behavior; Caregiver Child Relationship; Child Custody; Child Development; Class Activities; Coping;

Development; Child Health; Class Activities; Curriculum Guides; *Day Care; Early Experience; Emergent Literacy; *Infants; *Learning Activities; Movement Education; Music Activities; Outdoor Activities; Play; Preschool Education; Program Development; Program Guides; Staff Development; *Toddlers
IDENTIFIERS- Behavior Management; Child Safety; Daily Activities; Daily Routines; Day Care Quality; Early Head Start; Play Learning; Play Materials

Stemming from the core idea that infant and toddler care should be based on building relationships, this curriculum provides a foundation for staff development. Section 1, "Why a Curriculum for Infants and Toddlers?" examines key quality indicators; discusses curriculum components; describes how to use it to make decisions throughout a typical day; and presents goals and objectives for caregivers. Section 2, "Who's Who in a Quality Program," focuses on building relationships with children and their families, child development in the first three years, stages of parenthood, special family concerns related to child care, cultural influences, involving men in child care, and building a community support network. Section 3, "Putting Quality into Action; The Big Picture," focuses on six components of quality, planning and evaluating, individualizing the program, creating a welcoming environment, ensuring children's safety, promoting children's health, and guiding children's behavior. Section 4, "Putting Quality into Action: Routines Day by Day," examines the daily routines of greetings, diapering and toileting, eating and mealtimes, sleeping and naptime, and getting dressed, and offers suggestions for helping children learn through the routines. Section 5, "Putting Quality into Action: Activities Day by Day," considers how to set the stage and promote play and learning in toy play, art, imitation and pretend, stories and books, tasting and preparing food, sand and water play, music and movement activities, and outdoor play. Appendices include a self-assessment for caregivers, safety and health checklists, a recommended immunization schedule, and intervention and supplemental resources. (KDFB)

ED 410 007   PS 025 626

Webster-Doyle, Terrence; Russ, Adryan
Why Is Everybody Always Picking on Me? A Special Curriculum for Young People To Help Them Cope with Bullying (for Ages 8-12) and Why Is Everybody Always Picking on Me: A Guide to Handling Bullies for Young People.
PUB DATE- 94
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aggression; Change Strategies; *Conflict Resolution; Curriculum Guides; Elementary Education; *Elementary School Students; Interpersonal Competence; Lesson Plans; Peace; *Peer Relationship; Role Models; Role Playing; Teaching Guides; Textbooks
IDENTIFIERS- *Bullying; Nonviolence; Victimization

These curriculum materials include a leader or teacher's guide for helping 8- through 12-year-old children cope with bullying, a text for students, and a poster illustrating ways for children to react to bullies. The teacher's guide presents 16 lessons for teachers to use in the classroom. Four of the

Activities; *Movement Education; Music Activities; Private Schools; Psychomotor Objectives; Psychomotor Skills
IDENTIFIERS- *Eurythmics; *Waldorf Schools

Eurythmy is a disciplined art of movement of the arms and body that visibly expresses the vowels and consonants of speech and the tones and intervals of musical melody. In the classroom, eurythmic movements have a therapeutic function in which the child's development is supported and enhanced through its various stages. This article discusses the application of eurythmy in the Waldorf Schools curriculum, where eurythmy is used to enhance speech, writing, music, mathematics, literature, history, and creativity instruction. The development of eurythmy by Rudolf Steiner as a form of expressive movement is described, and the movements and function of eurythmy are defined as the visible equivalent of the musical phrase or the spoken word. The basis of eurythmy is discussed, as is the nature of eurythmy movements. The paper also discusses the developmental approach to eurythmic application, and its use at grade levels from first through sixth grades, including the nature of instruction and the subject matter enhanced by the movements. Contains 32 references. (JPB)

ED 410 024 PS 025 665

Barnett, W. Steven
Lives in the Balance: Age-27 Benefit-Cost Analysis of the High/Scope Perry Preschool Program. Monographs of the High/Scope Educational Research Foundation, Number Eleven.
PUB DATE- 96
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Cost Estimates; Early Intervention; Economic Impact; Followup Studies; Longitudinal Studies; *Outcomes of Education; *Preschool Education; Program Effectiveness; Public Policy; *Young Adults
IDENTIFIERS- *High Scope Demonstration Preschool Project; *Perry Preschool Project; Sensitivity Analysis

This monograph presents a follow-up cost-benefit analysis of the High/Scope Perry Preschool program, conducted when the program participants were 27 years old. Chapter 1 introduces the study, outlining the basis for the cost-benefit analysis, and describing the methodology. Chapter 2 details estimated program costs, addresses the issue of how much a preschool program should cost today, and estimates the benefits from the child care provided by the program and from reductions in the overall education cost. Chapter 3 considers the economic implications of long-term program effects on participants' improved employment, and decreased criminal risk and need for welfare assistance. Chapter 4 summarizes the costs and benefits to assess the impact of the program on society, reports sensitivity analyses that examine the effects of variations in key assumptions and the omission of benefits from which an economic value could not be estimated. Findings indicate that in 1992 constant dollars discounted at 3 percent annually, the program cost $12,356 per participant to operate. Offsetting this investment was an average return of $88,433 per participant due to decreased schooling costs, increased taxes paid on higher earnings, reduced welfare costs, decreased justice system costs, and decreased crime victim costs. Chapter 5 examines the public policy implications of the findings, considers the potential of current preschool programs to yield

School Curriculum; Fine Arts; Foreign Countries; *Grade 1; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Primary Education; Science Curriculum; Second Language Instruction; Social Studies
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 1 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 1 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health"; (8) "Fine Arts"; and (9) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 410 042 PS 025 722

Curriculum Handbook for Parents, 1997-1998. Grade 2.
PUB DATE- 97
NOTE- 33p.; For other handbooks in the "Curriculum Handbooks for Parents" series, see PS 025 720-729.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; *Elementary School Curriculum; Fine Arts; Foreign Countries; *Grade 2; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Primary Education; Science Curriculum; Second Language Instruction; Social Studies
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 2 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 2 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health"; (8) "Fine Arts"; and (9) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 410 043 PS 025 723

Curriculum Handbook for Parents, 1997-1998. Grade 3.
PUB DATE- 97
NOTE- 34p.; For other handbooks in the "Curriculum Handbooks for Parents" series, see PS 025 720-729.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

IDENTIFIERS- Adoption Assistance; Adoption of Older Children; Attachment Disorders; Behavior Management; Parent Needs; Regressive Behavior

Based on concern about the lack of information on adopting toddlers, this book examines the special needs of adopted toddlers and their adoptive parents. Chapter 1, "Why Write a Book on Toddler Adoption?" details the lack of information on the difficulties of adopted toddlers in forming attachments and parents' child rearing difficulties. Chapter 2, "Is Toddler Adoption for You?" includes discussion of the availability of toddlers for adoption, developing an adoption plan, and rewards and challenges of toddler adoption. Chapter 3, "Getting Started on Adoption," describes the homestudy process, activities contributing to a sense of entitlement, and preparing friends and family for the adoption. Chapter 4, "The Adoption Transition," deals with pre-placement preparation, placement practices, post-placement practices, and factors affecting the ease of the transition. Chapter 5, "Understanding Your Toddler's Development," provides information on physical, cognitive, and social/emotional developmental tasks during the toddler period and how to deal with developmental delays and foster healthy development. Chapter 6, "Parenting the Grieving Toddler," includes indicators of grief and how to support the grieving process and provide structure and predictability. Chapter 7, "Becoming Attached," discusses characteristics of attachment problems, parental strategies that foster attachment, and professional intervention. Chapter 8, "Behavior Management," deals with management style and the use of positive parenting. Chapter 9, "Parents Have Needs, Too," examines post-adoption parental stress, loneliness, and the importance of networking. An appendix provides demographic information on adoptive parents of 26 toddlers, based on a questionnaire about the adoption experience. Contains 62 references. (KB)

ED 410 063   PS 025 752

Coming to School in Connecticut: Accepting Children As They Are. Issue Papers Developed by the Connecticut Early Childhood Education Council. Revised.
PUB DATE- May 96
NOTE- 42p.; For earlier version, see ED 341 493.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Definitions; Developmental Stages; Early Childhood Education; *Grade Repetition; Individual Differences; *Kindergarten; *School Entrance Age; *School Readiness; Screening Tests
IDENTIFIERS- Age Appropriateness; Connecticut; *Developmental Screening; Developmentally Appropriate Programs; Educational Issues; *Extra Year Programs (Kindergarten)

This document consists of seven policy issue papers developed by the Connecticut Early Childhood Education Council, an action-oriented coalition of statewide organizations concerned with early childhood education. Members include teachers, school administrators, children's librarians, child care providers, Head Start directors, State Department of Education early childhood consultants, and teacher educators. Definitions of several key terms and concepts are provided, including: developmental appropriateness, screening process, developmental screening tests, readiness tests, achievement tests, diagnostic tests, intelligence tests, readiness, transition, delayed entry, retention, and extra-year program. The seven issue

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Information; Citizen Participation; Elementary Secondary Education; Equal Facilities; Federal Legislation; *Federal Regulation; *Financial Support; Hospitals; Information Technology; Internet; Libraries; *Public Policy; *Rural Areas; Rural Schools; *Telecommunications
IDENTIFIERS- *Access to Services; Affordability; Federal Communications Commission; *Telecommunications Act 1996

The Telecommunications Act of 1996 constitutes a major overhaul of telecommunications law and will have a major impact on rural residents, communities, schools, libraries, and hospitals. The Federal Communications Commission (FCC) is requesting comments from "the grassroots" about telecommunications issues and concerns of greatest importance. After giving a brief background of the Telecommunications Act of 1996, the Universal Service Fund, and the FCC rule-making process, this policy brief outlines the decisions of greatest impact in rural and underserved areas, and provides background and details to enable rural citizens to communicate their perspective to the FCC. The critical rural decisions presented are: (1) which customer services will be eligible for support under the Universal Service Fund? (2) what is the timetable that the FCC will use to implement all recommendations? (3) by what process will all interstate and intrastate telecommunications service providers equitably contribute to the Universal Service Fund, either at the federal or state level? (4) how can quality telecommunications services be made available at "just, reasonable, and affordable rates" to all customers? (5) what discount will be provided to schools at "rates less than the amount charged for similar service to other parties"? and (6) how can access to advanced telecommunications and information services be enhanced, to the extent that it is technically feasible and economically reasonable? Instructions for submitting formal and informal comments to the FCC are included. (TD)

ED 410 081 RC 021 095

Keypoints from the FCC's Universal Service Report and Order, Section X: Schools and Libraries.
PUB DATE- 8 May 97
NOTE- 8p.; For related document, see RC 021 092.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Information; Consortia; Economically Disadvantaged; Elementary Secondary Education; Federal Legislation; *Federal Regulation; *Financial Support; Hospitals; Information Technology; Libraries; Lunch Programs; *Public Policy; *Rural Areas; Rural Schools; School Districts; *Telecommunications
IDENTIFIERS- *Access to Services; Federal Communications Commission; *Telecommunications Act 1996

The Telecommunications Act of 1996 constitutes a major overhaul of telecommunications law and will have a major impact on rural residents, communities, schools, libraries, and hospitals. This paper presents 68 key points from the Federal Communication Commission's Universal Service Report and Order, Section X: Schools and Libraries, which contains recommendations for implementation of the Telecommunications Act of 1996. Areas covered are how much of a discount schools and libraries will receive on telecommunications services; what telecommunications

DESCRIPTORS- *Achievement; *Grade 4; Intermediate Grades;
*International Studies; Science Instruction; *Scientific
Literacy
IDENTIFIERS- *Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) is the largest, most comprehensive, and rigorous international study of schools and student achievement ever conducted. During the 1995 school year, the study tested the mathematics and science knowledge of a half-million students from 41 nations at five different grade levels. This report presents findings from the tests, questionnaires, and curriculum analysis performed at the fourth grade level in 26 countries and is the second of three major TIMSS reports in the "Pursuing Excellence" series. Chapters are titled "Achievement" and "Contexts of Learning". Findings include: (1) in mathematics and science, U.S. fourth graders perform above the international average of the 26 countries; (2) in mathematics content areas, U.S. fourth graders exceed the international average in five of the six areas assessed; (3) in science content areas, U.S. fourth graders' performance exceeds the international average in all four of the areas assessed; (4) the international standing of U.S. fourth graders is stronger than that of U.S. eighth graders in both mathematics and science; (5) in comparison with their international counterparts, U.S. students perform better in science than in mathematics; and (6) preliminary analysis sheds little light on factors regarding contexts of learning which might account for the differences observed. (JRH)

ED 410 099   SE 060 390

Lue, Yuang-Tswong
A Descriptive Statistics Curriculum Unit for the Mathematics Curriculum in the Junior College of Commerce.
PUB DATE- Jun 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Curriculum; Course Content; *Curriculum
Development; *Data Analysis; Foreign Countries; High Schools;
Higher Education; *Mathematics Curriculum; Protocol Analysis;
Relevance (Education); *Statistics; Student Attitudes; Two Year
Colleges
IDENTIFIERS- Taiwan

This study is designed to develop teaching materials, including a student text and a teacher's manual, for a new descriptive statistics curriculum unit for the mathematics curriculum of the first 2 years in the Junior College of Commerce or the business high school in Taiwan. Other goals of the study included investigating the appropriateness and effectiveness of the curriculum as well as the difficulties in teaching and learning the unit. Results indicate that the students did not have serious difficulty in learning the descriptive statistics unit although many have difficulty with the meanings of class limits, sketching the relative frequency distribution graphs, and correctly computing the measures of central tendency for grouped data. The curriculum components are critiqued by experts in the field and a discussion of their reactions is included. Results imply that descriptive statistics is of higher interest to more students than some of the traditional mathematical topics. Data also suggest that the "thinking aloud" procedure should be examined more closely in future studies. (Author/DDR)

Student Achievement in Mathematics"; (2) "Average Achievement in the Mathematics Content Areas"; (3) Performance on Items within Each Mathematics Content Area"; (4) "Students' Backgrounds and Attitudes towards Mathematics"; (5) "Teachers and Instruction". Appendices contain an overview of TIMSS procedures, the test-curriculum matching analysis, and percentiles and standard deviations of mathematics achievement. (JRH)

ED 410 121 SE 060 538

Science and Mathematics for All Students: It's Just Good Teaching.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 97
NOTE- 40p.; A publication by the Sciences and Mathematics Education Unit in cooperation with the Center for National Origin, Race, and Sex Equity.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ability Grouping; Career Awareness; Cooperative Learning; Cultural Pluralism; Educational Change; Educational Research; Educational Resources; *Educational Strategies; Elementary Secondary Education; *Equal Education; Hands on Science; Interdisciplinary Approach; *Mathematics Education; Mentors; Parent Participation; Professional Development; *Science Education; Sciences; Teaching Methods

The persistent underrepresentation of women and people of color in science and mathematics education and careers remains a challenge to all who champion the commitment of equity and excellence in education. This is the first publication in a series produced by the Science and Mathematics Education unit at the Northwest Regional Educational Laboratory (NREL) that is intended to furnish K-12 teachers with both research-based rationale and recommendations for effective techniques that can be applied in today's complex and changing classrooms. This publication focuses on equity in the classroom. Topics include good teaching, expectations, welcoming diversity, confronting stereotypes, mathematics and science for everyone, classroom interactions, learning styles, ability grouping/tracking, cooperative learning, hands-on activities, single-sex grouping, the importance of connection, writing, career awareness and role models, mentors, peer mentoring, assessment, family involvement, and professional development. Listed resources include publications, curricula, organizations, online resources, and bibliography. (JRH)

ED 410 122 SE 060 930

Attaining Excellence: A TIMSS Resource Kit. Multimedia .
PUB DATE- 97
NOTE- 1308p.; Several individual documents included in this kit have been separately analyzed. See, for example, ED 400 209, ED 406 419, SE 060 370, TM 026 342, and SE 060 938-943. Accompanying videotapes not available from ERIC.
LANGUAGE- English
EDRS Price- MF10/PC53 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Non-print Media (100),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Educational Improvement;

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Rights; High Schools; Instructional Materials; Modern History; *Nuclear Warfare; *Role Playing; *Simulation; Social Studies; Teaching Guides; Teaching Methods; *United States History; *World War II
IDENTIFIERS- Hiss (Alger); Mississippi; Scopes Trial

This booklet provides instructions for simulation and role play of historical events in U.S. history from 1925-1964. Included for student research and participation are: the Scopes trial in Tennessee involving supporters of the teaching of evolution in the schools and of creationism; the decision to drop the atomic bomb on Japan ending World War II; the espionage trial of Alger Hiss; and the civil rights voter registration drives in Mississippi in 1964. Each event featured provides an introduction, offers objectives, describes the teaching strategy, introduces the simulation, and presents the student materials. (EH)

ED 410 143 SO 027 448

Hostrop, Richard W.
United States History Simulations: 1787-1868: Constitution Convention, Missouri Compromise, Treaty of Guadalupe Hidalgo, The Compromise of 1850, The Kansas/Nebraska Act, Southern Secession from the Union, and the Impeachment and Trial of Andrew Johnson. ETC Simulations Number Two.
PUB DATE- 88
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conflict Resolution; Educational Games; High Schools; *History Instruction; Learning Strategies; *Politics; *Role Playing; *Simulation; Social Studies; Teaching Guides; Teaching Methods; *United States History

This book presents simulation activities for significant events in U.S. history from 1787-1868. Intended for student involvement, the simulations require student research and practice in order to carry out the designated roles. The simulation and role play serve to involve the students actively in their learning, using both the affective and cognitive domains. The simulations presented focus on the: (1) Constitution Convention; (2) Missouri Compromise; (3) Treaty of Gudadalupe Hidalgo; (4) Compromise of 1850; (5) Kansas-Nebraska Act; (6) Southern Secession from the Union; and (7) Impeachment and Trial of Andrew Johnson. Each event featured provides an introduction, offers objectives, describes the teaching strategy, introduces the simulation, and presents the student materials. (EH)

ED 410 144 SO 027 507

Slattery, Patrick
Hermeneutics: A Phenomenological Aesthetic Reflection.
PUB DATE- Apr 96
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-14, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

*European History; Foreign Countries; *Geography; Instructional Materials; Modern History; Secondary Education; Social Studies; Teaching Guides; World History

IDENTIFIERS- *Bulgaria; *Romania

This lesson plan on Romania and Bulgaria could be adapted for various grade levels and ability groups. Topics addressed include cultural diversity, the period of Soviet control in the region and its lasting effects, factors contributing to political instability, the current attempts to move towards a market economy, and traditions and customs affecting economic change. The lesson corresponds to a slide presentation developed for the Fulbright Hays Summer Seminar Abroad Program. (EH)

ED 410 166   SO 027 947

Scrase, Timothy J., Ed.

Social Justice and Third World Education. Reference Books in International Education, Volume 37. Garland Reference Library of Social Science, Volume 1130.

PUB DATE- 97

NOTE- 217p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- *Developing Nations; Educational Change; Educational Development; Educational Opportunities; Equal Education; Foreign Countries; Global Education; Higher Education; *International Education; International Studies; *Justice; Outcomes of Education; Political Science; *Politics; *Role of Education; Social Change; World Affairs

IDENTIFIERS- Africa; China; India; *Social Justice; South America

The impact of international social change is having a marked effect on developing nations' internal policies, budgets, and development programs. This collection of articles addresses the importance of education in the creation of social policies and development policies; the effect of international changes on education; the investment of limited resources in developing nations; the control of developing nation elites over education; the place of women and ethnic minorities in the educational schemes of developing nations; and country/regional case studies included Africa, China, India, and South America. Part 1, "Problems and Issues," includes the following essays: "Education for Development and Social Justice in the Third World" (M. K. Bacchus); "Education, Global Fordism, and the Demise of Social Justice in the Third World" (John Martino); "Metaphors of Educational Development: An Analysis of Information Flow between Cultures" (Christine Fox); and "Education and National Unity: Toward the Sociocultural Integration of Ethnic Minorities" (Ibrahim Alladin). Part 2, "Case Studies," includes: "Doing Justice: Education and Gender Relations in Africa" (Lynn Davies); "Social Justice and the Micropolitics of Schooling in India" (Ruchira Ganguly-Scrase); "A Caribbean Experiment in Education for Social Justice: The Case of Grenada" (Anne Hickling-Hudson); "Social Justice and Education in China" (Ronald F. Price); "Arab Women and Social Justice: Redistributive-Based Educational and Employment Opportunities (1970-1990)" (Khadiga M. Safwat); and "Education and Social Justice in South America" (Carlos Marin). References are provided for each article. Contains a 26-item international education reference list and an index. (CB)

ED 410 167   SO 027 993

NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Economics; Economics Education; *Fine Arts; Social Science Research; Statistical Data; *Trend Analysis
IDENTIFIERS- *Art Organizations; Economic Trends

The Census of Service Industries, which is conducted by the U.S. Bureau of the Census in years ending with 2 or 7, collects information on the number of organizations and selected financial measures in both performing and non-performing arts disciplines. This report presents and analyzes the 1987 data in chart format. The aim is to provide a view of the size, breadth, and health of the world of arts organizations in order to assist in the development of arts policy and planning. Based on responses to questionnaires, information is given regarding growth in revenues, receipts, or expenses of organizations in 50 states and the District of Columbia. The information is presented by categories and subcategories as follows: (1) Performing Art Organizations, including data on: Changes Since the 1977 Census, Comparison with Service Organization Data, Aggregate Financial Statistics, and Geography of Performing Arts Organizations; (2) Museums, Art Galleries, Arboreta, Botanical and Zoological Gardens, including data on: Changes Since the 1982 Census, Aggregate Financial Statistics, Comparison with Service Organization Data, and Geography of Museum Institutions; (3) Retail Art Dealers; and (4) Establishment of Visual Artists and Writers. (MM)

ED 410 186 SO 028 615

Peterson, Richard A.; And Others
Age and Arts Participation, with a Focus on the Baby Boom Cohort. Research Division Report #34.
PUB DATE- 96
NOTE- 155p.; Edited by Erin V. Lehman.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audience Analysis; *Audience Participation; Audiences; *Baby Boomers; Dance; Drama; *Fine Arts; Jazz; Museums; Opera; Popular Culture; *Popular Music; Social Science Research; Statistical Data; *Trend Analysis
IDENTIFIERS- Art Museums; Art Organizations; *Arts Participation; Classical Music; Generation X; Musicals

Using data taken from the National Endowment for the Arts' Surveys of Public Participation in the Arts (SPPA) which were conducted in 1982 and 1992, this report looks at the effect of age on adult arts participation in seven benchmark or core art forms: classical music, opera, ballet, musicals, jazz, plays, and art museums. The report examines the participation of different cohorts between 1982 and 1992, with a special look at the baby boomer generation. Analysis results indicate that baby boomers and their successors, Generation X, tend to participate in most of the seven core art forms at lower rates than their elders. It is suggested that many baby boomers are participating in the core art forms, and especially music, through popular culture or in other ways that are not accounted for in these data. On that assumption, it is no accident that their rates of participation are highest in jazz - the art form closest to popular music - and in art museums, with which popular music competes least. It is recommended that the nature and location of that "other" participation be determined and relevant; (8) "Narrative Approaches to Culture and Learning" (Gerald Monk and J. A. Kottler) explores differences in adult and child knowledge and applications of narrative approaches in the classroom; (9) "Internationalizing the Classroom" (Elaine Jarchow and J. A. Kottler) discusses international perspectives and activities for elementary, junior, and senior high school; and (10) "What Matters Most" serves as a summary and conclusion. (Contains 119 references.) (ND)

ED 410 204 SP 037 463

Kemp, Leroy
Design and Impact of an Integrative Curriculum Model for Enhancing Preservice Teachers' Pedagogical Competence for Accommodating Diversity among School Populations.
PUB DATE- 97
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Pluralism; *Curriculum Design; *Diversity (Student); Elementary Secondary Education; Higher Education; *Integrated Curriculum; *Knowledge Base For Teaching; Models; Multicultural Education; Preservice Teacher Education; Student Experience; Student Teachers; *Teacher Competencies; *Teacher Education Curriculum
IDENTIFIERS- *Preservice Teachers

This paper examines the theoretical assumptions behind an integrative curriculum model intended to enhance preservice teachers' pedagogical competence for accommodating diversity among school populations. The first section reviews the relevant literature and describes the integrative multicultural model for preservice teachers. The next two sections present two research studies which test the impact of this curriculum model. The first study, "Stability and Change in Preservice Teachers' Value Dispositions for Teaching Culturally Diverse Students," examines change in preservice teachers' dispositions about cultural diversity in school settings in relation to personal knowledge and values. Excerpts of preservice teachers' analyses of diversity in school settings suggest that cultural knowledge was highly valued for effective teaching among these teachers. Results indicate that the acquisition of knowledge of diversity among student populations requires some direct experiences in school settings. The second study, "Value of Expectancy and Achievement in Shaping Student Teachers' Competence for Accommodating Diversity among Student Populations," examines diversity among student teachers, cooperating teachers, and college-based supervisors' expectations and perceptions of achievement for the student teaching internship. As anticipated, student teachers' expectations and perceptions of achievement in practice teaching were significantly different from those of their cooperating teachers and college-based supervisors. This study also examines the nature of the teacher education program for enabling prospective teachers to accommodate diversity in P-12 schools. (Contains 91 references.) (ND)

ED 410 205 SP 037 464

Teachers' Participation in Professional Development. Indicator of the Month.
PUB DATE- Jul 97
NOTE- 3p.; Extracted from "The Condition of Education, 1996"; see ED 394 217.

classroom. Data are presented in 10 tables. Findings indicated that minorities represent 12.3 percent of enrollment in and 9.9 percent of graduates from public four-year colleges, 9.9 percent of teacher education enrollment, 7.4 percent of teacher education graduates, and 5.2 percent of newly employed educators. The "Minority Teacher Act of 1991" is appended. (ND)

ED 410 224 SP 037 499

Teacher Education Policy in the States; A 50-State Survey of Legislative and Administrative Actions.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 97
NOTE- 96p.; A product of the State Issues Clearinghouse, 1995-96 Dataset; for previous survey, see ED 384 590.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission (School); *Alternative Teacher Certification; Elementary Secondary Education; Field Experience Programs; Higher Education; Minority Group Teachers; National Surveys; Preschool Education; Preservice Teacher Education; Schools of Education; State Legislation; State Licensing Boards; State Programs; *State Standards; Student Teaching; *Teacher Recruitment; Violence
IDENTIFIERS- American Association of Colleges for Teacher Educ; *United States

This, the 15th and final survey, updates information from prior surveys on: (1) entrance requirements for teacher education programs; (2) requirements for regular licensure, including standards for an initial or advanced teaching credential; (3) professional development, covering state-sponsored or mandated programs and plans for those persons already holding initial licensure; (4) requirements for emergency credentials when there is a shortage of qualified personnel; (5) requirements for licensure with alternative preparation, focusing on licensure of nontraditional students; (6) standards boards, covering any official entity that may recommend or establish standards for program approval and the issuance of licenses; (7) state-sponsored programs designed to recruit minority students into teacher education programs; (8) teacher education review and study, delineating government actions to prepare and implement policies to change the teacher preparation system; and (9) state-sponsored programs and legislation concerning violence in classrooms and on school grounds. (ND)

ED 410 225 SP 037 500

Henke, Robin R.; And Others
America's Teachers: Profile of a Profession, 1993-94.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 97
NOTE- 439p.; For the 1993 report updated here, see ED 359 185.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Compensation (Remuneration); Educational Environment; Elementary Secondary Education; Faculty Workload; *Job Satisfaction; Preservice Teacher Education; Tables (Data); *Teacher Characteristics; Teacher Salaries; *Teacher Supply and Demand; *Teachers; *Teaching Conditions; Teaching Methods

little was found to explain student achievement at the school or classroom level of analysis. Most variation in science and mathematics achievement was at the student level. (Contains 4 figures, 15 tables, and 106 references.) (SLD)

ED 410 243 TM 026 980

Von Secker, Clare E.; Lissitz, Robert W.
Estimating School Value-Added Effectiveness: Consequences of Respecification of Hierarchical Linear Models.
PUB DATE- Mar 97
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Accountability; *Educational Practices; *Effective Schools Research; *Estimation (Mathematics); Grade 10; High School Students; High Schools; Institutional Characteristics; Performance Factors; *School Effectiveness; Socioeconomic Status; Student Characteristics; Suburban Schools; Urban Schools
IDENTIFIERS- *Hierarchical Linear Modeling; *Value Added Model

The last two decades have seen an increase in the demand for information about school effectiveness. For this paper, school effectiveness is defined as the value-added effectiveness. Value-added indices measure achievement over and above what would have been expected from attendance at a comparable school. They assess school effectiveness after controlling for contributory variables such as socioeconomic status or pre-existing student characteristics. This study examined variation among schools using a hierarchical linear model (HLM) to test whether factors that have a theoretical basis are capable of capturing the unique contribution of specific school practices and policies to student achievement. Data were drawn from the 1992 High School Effectiveness Study, part of the second wave of the National Education Longitudinal Study of 1988. The sample size was 7,642 students, representing 790,810 tenth graders in 247 urban and suburban schools in the largest metropolitan school districts. At least one teacher completed a questionnaire for 5,228 of these students, and at least one teacher answered a questionnaire in 207 of the schools. Findings suggest that widely accepted beliefs about the strength of the associations of school characteristics with student achievement need re-evaluation. Four results seemed robust to methodological considerations: (1) student-level characteristics matter, and are invariant to school policy; (2) the willingness of a school to control problems is strongly associated with performance; (3) schools should not expect stronger leadership, clearer goals, and stricter graduation requirements to improve student performance; and (4) efforts to improve performance by modifying instruction and holding teachers more accountable for student outcomes are probably wasted. An appendix discusses student and school characteristics. (Contains 12 tables and 33 references.) (SLD)

ED 410 244 TM 026 981

Edirisooriya, Gunapala
A Different Approach to Attitude Scale Construction.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American

*Psychological Studies; *Psychologists; Rape; Responses; Simulation; *Therapy; Training
IDENTIFIERS- *Expertise; *Questions

The ways in which experience and academic training influence the types of questions therapists ask of their clients were studied. Psychologists and psychology students of varying degrees of expertise (n=138) were provided an artificial intelligence program that simulated a date rape client's responses to typed questions and were asked to conduct a "clinical interview" by typing in their questions and other responses. Clinical experience was found to be unrelated to participants' levels of confidence, perceived expertise, or efficiency in generating or analyzing questions, but both experience and level of training did affect the type of responses and questions of participants. The significance of these findings is discussed. It is noted that the medium of the computer may have changed the ways the participating psychologists handled the case presentation. (Contains 2 tables and 60 references.) (Author/SLD)

ED 410 262   TM 027 038

Everson, Howard T.; And Others
Do Metacognitive Skills and Learning Strategies Transfer across Domains?
SPONS. AGENCY- College Entrance Examination Board, New York, N.Y.
PUB DATE- Mar 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Knowledge Level; *Learning Strategies; *Mathematics Instruction; *Metacognition; Models; Theory Practice Relationship; *Transfer of Training; Undergraduate Students; *Verbal Ability
IDENTIFIERS- Domain Knowledge; *Monitoring; Self Regulated Learning

Current theories of metacognition suggest that effective control of learning by either metacognitive or self-regulatory processes cannot occur without accurate monitoring of learning. Given this theoretical framework, there are questions of whether knowledge monitoring and self-regulated learning abilities are domain-specific or whether metacognitive processes, in particular knowledge monitoring ability, generalize across academic domains. This study examines that issue by exploring the correlations among measures of metacognitive knowledge, learning, and study strategies, and academic achievement across the domains of verbal ability and mathematics. Using parallel measures of knowledge monitoring in both the verbal and mathematical domains, 120 undergraduates estimated their metacognitive knowledge, reported their confidence in the accuracy of those estimates, and completed a self-report measure of learning and study strategies. Results suggest that metacognitive knowledge is generalizable across both the verbal and mathematical domains. The correlations between the two knowledge monitoring measures and students' confidence estimates were also in the expected directions. Moreover, both knowledge monitoring measures correlated with students' grade point averages. Correlations with subscales of the Learning and Study Strategies Inventory were not significant. Findings are discussed in the framework of current

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Catholic Schools; Church Related Colleges; *College Students; Comparative Analysis; *Control Groups; Curriculum; Economically Disadvantaged; Evaluation Methods; Higher Education; *Outcomes of Education; Qualitative Research; School Community Relationship; *Service Learning; Student Attitudes; *Student Participation
IDENTIFIERS- *Reflective Thinking

Many colleges and universities are using a service-learning paradigm to structure service learning experiences for their students to reinforce and enhance the understanding of course material. Two studies were undertaken at a parochial college to address the benefits to students who perform service as part of their curricular studies. In the first study, 28 students in an introductory philosophy course with a service and reflection component, and 28 comparisons in a course without service learning were compared. In the second study, 134 students in 6 classes completed questionnaires about service experience. Results demonstrate the difficulties of demonstrating benefits of service learning, but show that using comparison groups is a useful approach. Results from quantitative and qualitative analyses show that service learning has benefits for late adolescents, and that engaging in service learning may benefit older and younger students in different ways. Students in the service section of the first study did not report greater gains in attitudes toward personal and social responsibility, but they did appear to have more compassion toward the disadvantaged, more commitment to community work, and a greater belief that they could make a difference. The second study shows that performing service affects students and that the kinds of effects depend, at least in part, on the number, if not the types, of service experiences. Results also suggest that courses that include reflection as a central feature stimulate students' thinking about issues of justice and faith and can effect student decisions about postgraduate plans. (Contains 13 references.) (SLD)

ED 410 282 TM 027 094

Thompson, Bruce; And Others
Structure of PPSDQ-93 Item "Parcels": Confirmatory and Other Analyses.
PUB DATE- Apr 97
NOTE- 42p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Fort Worth, TX, April 19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Construct Validity; Goodness of Fit; Higher Education; *Personality Measures; Psychometrics; *Scores; Test Items; *Test Use
IDENTIFIERS- Confirmatory Factor Analysis; *Item Parcels; *Personal Preferences Self Description Quest

This study was conducted to investigate the construct validity of scores on the Personal Preferences Self-Description Questionnaire (PPSDQ), a measure of Jungian types. Confirmatory are first required to take this language assessment and then are assigned to the state-required criterion test, the Texas Assessment of Academic Skills, and/or the district testing program. In this way, in the 1995-96 school year, 96% of LEP students participated in at least one of the academic testing programs. The process of setting up guidelines and the initial implementation of the approach are described, and the district's current policies in assessing LEP students are outlined. The district's administrators feel that conditional inclusion is the key to success with the LEP testing program. Baseline results have indicated that the tests provide good measures of student skills and can be used to evaluate the effectiveness of bilingual education and English-as-a-Second Language programs. (Contains 4 figures, 7 tables, and 13 references.) (SLD)

ED 410 300 TM 027 179

Flowers, Claudia P.; And Others
The Relationship between Polytomous DFIT and Other Polytomous DIF Procedures.
PUB DATE- Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; Computer Simulation; *Item Bias; Item Response Theory; *Sample Size; Tables (Data); *Test Items
IDENTIFIERS- Dimensionality (Tests); Item Bias Detection; *Polytomous Items; SIBTEST (Computer Program); Type I Errors

An item response theory-based parametric procedure proposed by N. S. Raju, W. J. van der Linden, and P. F. Fleer (1995) known as differential functioning of items and tests (DFIT) can be used with unidimensional and multidimensional data with dichotomous or polytomous scoring. This study describes the polytomous DFIT framework and evaluates and compares its performance to that of the extension of the SIBTEST procedure developed by R. Shealy and W. Stout (1993) and extended Lord's chi-square. Using simulated data, the effects of sample size (500 and 1,000 examinees), focal group distribution (N(0,1) and N(-1,1)) number of differential item functioning (DIF) items (0%, 10%, and 20%), magnitude of DIF, and the value of a-parameter were evaluated. Overall, the DFIT framework performed well. Type I error rates were affected by the number of DIF items, magnitude of DIF, and the value of the a-parameters. The DIF detection rates were affected by all the factors in the study. Future directions for research are discussed. (Contains 5 tables and 16 references.) (Author/SLD)

ED 410 301 TM 027 181

Straus, Murray A.; Hamby, Sherry L.
Measuring Physical & Psychological Maltreatment of Children with the Conflict Tactics Scales.
SPONS. AGENCY- New Hampshire Univ., Durham.; National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Mar 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Authors; *Conflict of Interest; *Educational Research; *Ethics; Research Methodology; Scholarly Journals; *Standards; *Writing for Publication
IDENTIFIERS- ERIC Digests

The key ethical standards for authorship of educational research are summarized, drawing on "Uniform Requirements for Manuscripts Submitted to Biomedical Journals" developed by the International Committee of Medical Journal Editors. Adopted by more than 500 scientific and biomedical journals, these standards are effective guidelines for educational publications. All persons listed as authors must have made a substantial intellectual contribution to the study and accept public responsibility for it, and be able to defend the contribution against academic challenge. Participation solely in the acquisition of funding or the collection of data does not merit authorship status. People who made a significant contribution to the work that did not justify authorship may be listed among the acknowledgments. Authors also have an obligation to use journal space wisely and efficiently, and to avoid redundant publication. While it is generally permissible for an author to submit a manuscript that has been presented at a conference, an author should not submit a paper that has been published previously. Because journals usually will not wish to publish separate articles by competing members of a research team, co-workers should consider submitting one manuscript containing multiple interpretations if they exist, and then calling the attention of the editors to the dispute. Conflict of interest for a given manuscript exists when a participant in the peer review and publication process has ties to activities that could influence judgment inappropriately. Financial relationships and their effects are less easily detected than other conflicts of interest, and authors should disclose these conflicts to their editors. An author should cite all publications that have been influential to the work, and should identify the sources of information quoted or offered. Explicit permission is needed for information obtained privately. (Contains 10 references.) (SLD)

ED 410 319 TM 027 881

The National Education Goals Report: Building a Nation of Learners, 1997.
PUB DATE- 97
NOTE- 587p.; For the 1997 National Education Goals Report Summary, see TM 027 882.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adult Literacy; Educational Improvement; *Educational Objectives; *Elementary Secondary Education; High School Graduates; *Mathematics Achievement; National Programs; *Sciences; *Standards
IDENTIFIERS- America 2000; Educational Indicators; National Education Goals Panel; *National Education Goals 1990; Reform Efforts; Science Achievement; Standard Setting

This report, seventh in a series, is designed to measure progress made by the nation toward the eight National Education Goals. This year's "Goals Report" highlights student achievement in mathematics and science, two of the core academic subjects in consent form for participation. (Contains 4 tables, 3 figures, and 61 references.) (SLD)

ED 410 337 UD 031 830

Taylor, Ronald W., Ed.; Wang, Margaret C., Ed.
Social and Emotional Adjustment and Family Relations in Ethnic Minority Families.
PUB DATE- 97
NOTE- 239p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adjustment (to Environment); Black Students; *Disadvantaged Youth; Economic Factors; Educational Research; Elementary Secondary Education; *Ethnic Groups; Hispanic Americans; Low Income Groups; *Minority Groups; Poverty; *Resilience (Personality); Social Influences; Socioeconomic Status; Tables (Data); *Urban Schools
IDENTIFIERS- African Americans; Hispanic American Students

Taking its departure from a conference hosted by the National Center on Education in the Inner City (Temple University, Philadelphia, Pennsylvania), this collection considers developing a research base for preventive and intervention-oriented efforts to foster resilience and educational success for minority students from disadvantaged backgrounds. Emphasized in these selections are the influences that mediate the negative impact of the environments of disadvantaged youth. The following chapters are included: (1) "Introduction: The Resilience Phenomenon in Ethnic Minority Adolescent Development" (Edmund W. Gordon); (2) "The Impact of Poverty and Low Socioeconomic Status on the Socioemotional Functioning of African-American Children and Adolescents: Mediating Effects" (Vonnie C. McLoyd); (3) "The Effects of Economic and Social Stressors on Parenting and Adolescent Adjustment in African-American Families" (Ronald D. Taylor); (4) "Why Are People Poor? Social Conditions and Adolescents' Interpretations of the Social Contract" (Constance A. Flanagan, Patreese Ingram, Erika M. Gallay, and Erin E. Gallay); (5) "The American Indian Child: Victims of the Culture of Poverty or Cultural Discontinuity?" (Ardy Sixkiller Clarke); (6) "Parents and Peers in the Lives of African-American Adolescents: An Interactive Approach to the Study of Problem Behavior" (Craig A. Mason, Ana Marie Cauce, and Nancy Gonzales); (7) "Educational and Occupational Aspirations and Expectations among Parents of Middle School Students of Mexican Descent: Family Resources for Academic Development and Mathematics Learning" (Ronald W. Henderson); (8) "Attitudes toward Sexuality and Sexual Behaviors of Asian-American Adolescents: Implications for Risk of HIV Infection" (Connie Chan); (9) "African-American Adolescents and Academic Achievement: Family and Peer Influences" (Melvin N. Wilson, Deanna Y. Cooke, and Edith G. Arrington); (10) "Racial and Economic Segregation and Educational Outcomes: One Tale, Two Cities" (William L. Yancey and Salvatore J. Saporito); (11) "Developmental Considerations of Gender-Linked Attributes during Adolescence" (Dena Phillips Swanson and Margaret Beale Spencer); and (12) "Determinants of Student Educational Expectations and Achievement: Race/Ethnicity and Gender Differences" (Leo C. Rigsby, Judith C. Stull, and Nancy Morse-Kelley). Each chapter contains references. (Contains 7 figures and 28 tables.) (SLD)

ED 410 338 UD 031 831

Keller of Florida State University, is a systematic model for designing motivating instruction. The ARCS Model identifies four essential strategy components for motivating instruction: attention strategies for arousing and sustaining curiosity and interest; relevance strategies that link to learners' needs, interests, and motives; confidence strategies that help students develop a positive expectation for successful achievement; and satisfaction strategies that provide extrinsic and instrinsic reinforcement for effort. Since the ARCS Model was introduced in the early 1980s, several instruments have been developed for assessing the motivational quality of instructional situations. The Instructional Materials Motivation Survey (IMMS) asks students to rate 36 ARCS-related statements in relation to the instructional materials they have just used. Other ARCS-based evaluation instruments include the Motivational Delivery Checklist and the Website Motivational Analysis Checklist. (WebMAC). ARCS provides a useful framework for both the design and improvement of the motivational quality of a range of informational entities--from classroom instruction to Internet resources. (Contains 12 references.) (AEF)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Federal Government; Government Libraries; Higher Education; Learning Resources Centers; Library Cooperation; *Library Research; *Library Statistics; *Library Surveys; Public Libraries
IDENTIFIERS- *National Center for Education Statistics

The Library Statistics Cooperative Program collects statistics about all types of libraries--academic libraries, public libraries, school library media centers, state library agencies, federal libraries and information centers, and library cooperatives. The Library Statistics Cooperative Program depends on collaboration with all types of libraries and all levels of governments. Organizations with a key role in its success include: the National Center for Education Statistics, the U.S. National Commission on Libraries and Information Science, and the Bureau of the Census, in addition to cooperating partners and organizations. This pamphlet briefly describes the surveys conducted by the Library Statistics Cooperative Program: Academic Libraries Survey; Public Libraries Survey; School Library Media Centers Survey; State Library Agencies Survey; Federal Libraries and Information Centers Survey; and Library Cooperatives Survey. Tables list the following general information for each survey: frequency of data collection; year survey began; number of school library media centers reporting; type of data collected; how collected; reports; availability of a data file; and NCES staff contact information. The pamphlet also describes numerous ways to access the NCES library data. (SWC)

presenting scholarly work, involvement with both peer networks and mentors, and having had non-traditional paths to their presidencies. Includes recommendations and questions for further research. Contains 25 references. (TGI)

ED 409 935 JC 970 399

Quanty, Michael B.; And Others
Assessment of General Education Competencies at Thomas Nelson Community College, 1994-1997.
PUB DATE- 14 Jul 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; *Basic Skills; *College Outcomes Assessment; *College Transfer Students; Community Colleges; Comparative Analysis; *General Education; Graduate Surveys; *School Effectiveness; Scores; Tables (Data); Two Year Colleges
IDENTIFIERS- *Graduate Attitudes; Thomas Nelson Community College VA

In 1997, Virginia's Thomas Nelson Community College (TNCC) undertook a study to determine how well the general education components of its associate degree programs were imparted to associate degree graduates. Four sources of data were used to determine outcomes: follow-up survey results for 1992-93 and 1993-94 graduates, outcomes for graduate candidates in 1994-95 and 1995-96 on the College Basic Academic Subjects Examination (College BASE), success rates in junior- and senior-level classes of transfers to Christopher Newport University (CNU), and results of spring 1997 graduates from CNU on a written general education assessment. Study results included the following: (1) graduates from both 1992-93 and 1993-94 reported significant gains in skills, with the greatest gains reported for computer skills and the least for art and music appreciation; (2) College BASE scores for both 1994-95 and 1995-96 graduate candidates, however, were more than 17 points below the national sample average for English, mathematics, and science; (3) although for most disciplines there were no significant differences in class success rates for former TNCC and native CNU students, TNCC transfers were more likely to earn passing grades in business, economics, engineering, and finance; and (4) on CNU graduates' general education assessments, former TNCC students received slightly higher ratings overall than native university students. Seventeen data tables are included. (BCY)

(Tempe, AZ, June 22-25, 1997).

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Standards; *College Planning; Community Colleges; *Departments; Institutional Mission; *Organizational Objectives; Program Effectiveness; *Program Evaluation; Program Improvement; Records (Forms); Two Year Colleges
IDENTIFIERS- Mississippi Gulf Coast Community College

Describing the evaluation and planning process at Mississippi Gulf Coast Community College, this document presents guidelines, procedures, and indicators used at the college for the systematic review of academic departmental effectiveness. First, the five-column program review model used at the college is outlined and the purposes of review are discussed. The report then presents information from the first column of the model, an expanded statement of institutional purpose, providing a list of college goals and subgoals related to technological advancement, boosting enrollment, assessing institutional effectiveness, and conducting an institutional self-study. The next two columns, departmental standards and assessment criteria/procedures, are then addressed, presenting 10 indicators of effectiveness related to the academic and professional preparation of faculty, full-time and part-time faculty ratios, enrollment, retention, departmental academic performance, student evaluation of instruction, performance of transfer students, academic performance of nursing students, and development students course placements and academic progression. For each indicator, standards, measures, data sources, and calculation methods are provided. Sample forms used with the fourth column, assessment results, are then presented, including forms related to instructional planning and evaluation documents, annual reports, and instruction reviews. Finally, the report focuses on the fifth column, improvements resulting from the review, providing sample forms used by departments to report results and modifications made and a list of goals and objectives. An annual calendar for program review is attached. (TGI)

faculty and staff, and inadequate referral services. Future efforts should include analyses of the effectiveness of support services, efforts to track students after they leave college, appropriate professional development opportunities for faculty and staff, and publicizing the availability of DSS. (TGI)

ED 409 973 PS 024 186

Meade, Anne; Cubey, Pam
Thinking Children: Learning about Schemas.
PUB DATE- 96
NOTE- 83p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; Child Development; *Cognitive Development; Cognitive Structures; *Concept Formation; *Early Childhood Education; Foreign Countries; *Schemata (Cognition); Young Children
IDENTIFIERS- Multiple Intelligences; New Zealand; *Schema Theory; *Schematic Concept Formation; Schematic Maps

Schemas are cognitive structures or forms of thought, like pieces of ideas or concepts. Patterns in children's behavior, or in their drawings and paintings, indicate common themes or threads (schemas) running through them. The action research study described in this report examined the effects on children's learning of intervening in their curriculum at home and in early childhood settings by heightening adults' awareness of schema development. Teachers, parents, and researchers participating in the study agreed to incorporate into their curricula practices derived from schema development theories to enhance children's intellectual development. Data were collected on the way children think about both static schemas, such as "vertical," and action schemas, such as trajectories. This report focuses on a 6-month period in the lives of 10 children, ages 4 and 5, whose teachers focused on their exploration and thinking about mathematical and science-related schemas. The first chapter of the report describes the study's methodology. Chapter 2, "Connecting to Young Children's Thinking," provides some theoretical background on planned learning, how children learn to think, schemas, and studying children's schemas. Chapter 3 presents case studies and discussion on the 10 child participants, while chapter 4 describes the competency outcomes for the participant children and for comparison groups, as well as a brief discussion of how the study's competencies compare to Gardner's multiple intelligence theory. With few exceptions, outcomes were more positive for the children in the schema centers than for those in the comparison centers. Chapter 5, "Professional Learning: Curriculum Development and Innovation," discusses educators' and curriculum's role in the study results and future educational improvement. Two appendices present child observation guidelines and an observation worksheet. Contains 49 references. (EV)

*Day Care; Death; Diseases; Divorce; *Early Childhood Education; Foster Care; Friendship; Guides; Hospitalized Children; Learning Activities; Older Adults; Parent Child Relationship; Parent Materials; Parent Participation; Parent Teacher Cooperation; Pets; *Separation Anxiety; Sibling Relationship; *Staff Development; Stress Management; Teacher Student Relationship; Travel; *Young Children
IDENTIFIERS- Disasters; *Loss; Mahler (Margaret S)

Recognizing the importance of helping children develop coping skills to deal with daily separations and more serious losses, this handbook provides basic information and classroom support strategies for teachers and caregivers to use responsively with preschoolers. Parts 1 through 3 of the handbook provide a rationale for responding to the emotional needs of children dealing with losses; discuss how to use the handbook, including the use of older adults as an important resource; and present Mahler's theoretical account of the impact of separation and loss on identity. Parts 4 and 5 contain a staff development training module and parent information. Part 6, the bulk of the handbook, is comprised of 31 classroom chapters, each addressing a specific type of loss. These chapters are divided into four units, each representing categories of loss experiences: (1) developmental losses, such as loss of transition objects, substitute teachers, and toileting accidents; (2) life experience losses, such as bodily injury, a pet's death, and moving; (3) traumatic loss, including hospitalization, news reports of a disaster, and parental separation or divorce; and (4) catastrophic loss, specifically death of a family member or loss due to fire. Each chapter also contains information about typical feelings and behavioral responses, tips for communicating with parents, phrases and ideas which can be incorporated into normal classroom routines, classroom activities addressing the specific issues raised by the loss experience either directly through pretend play or indirectly by focusing on underlying issues, and lists of relevant children's books. Contains 54 references. (KB)

lessons are role plays through which direct experience can enhance students' understanding of bullying. The other 12 lessons are: (1) What Is a Bully?; (2) How Does Bullying Affect Us?; (3) Why Do Bullies and Victims Exist?; (4) Earthlings: Creatures Who Fight To Survive; (5) How Can We Stop Bullying?; (6) How Victims Can Become Winners; (7) How bullies can become winners; (8) Awareness is everything; (9) How Bullying Affects World Peace; (10) Understanding Aggression; (11) Seeing Yourself As Peacemaker; and (12) The Power of a Questioning Mind. The lessons typically include questions to ask students, stories to read to students, and activities for students to do. The student text consists of 10 chapters. The first eight of these chapters are related to lessons from the teacher's guide. These chapters typically include stories, questions, instructions, suggestions, and role plays. Chapter 9 provides further activities for understanding bullying, and chapter 10 proposes a list of questions to stimulate further thought on the topic of bullying. (BC) similar effects, the need for further research, and the economic and social costs of ignoring the evidence for the effectiveness of preschool education. Contains approximately 120 references. (KDFB)

ED 410 025 PS 025 666

Maffei, Anthony C.; Hauck, Teresa M.
Purposeful Play with Your Preschooler: A Learning-Based Activity Book.
PUB DATE- 92
NOTE- 291p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; Cognitive Development; Creativity; *Day Care; Infants; Interpersonal Competence; Language Acquisition; Learning Activities; Mathematics Activities; Motor Development; Parent Child Relationship; Parent Materials; *Parents; Piagetian Theory; *Play; *Preschool Children; Preschool Education; Science Activities; Self Care Skills; Young Children
IDENTIFIERS- Daily Routines; Piaget (Jean); Play Learning; Self Help Skills

Noting that the preschool years play a crucial role in cognitive development, this book offers Piagetian-based educational activities for parents or teachers and preschool children that can be integrated into daily routines in a variety of everyday settings. The book is divided into two parts, the first describing cognitive development from a Piagetian perspective, and the second comprised of activity descriptions. Part 1 considers how children acquire knowledge, focuses on limitations on logical thinking during the preoperational period, and examines language, number concepts, and space and time concepts. Part 2, the bulk of the book, begins with guidelines for providing feedback and reinforcement during learning activities and continues with age-appropriate activities for children ages 1 to 5 years in the following areas: (1) creative exploration; (2) fine motor skills; (3) gross motor skills; (4) language development; (5) mathematics; (6) science; (7) self-help skills; and (8) writing skills. The chapters are organized according to the setting in which the activity may be used, and further according to type of activity. In addition to activities which may be conducted in any setting, there are activities for home learning centers, parks, cars, and stores. The description for each activity contains its subject, recommended age level, purposes, materials needed, and procedures. Appended are lists of basic equipment and supplies and suggested preschool literature, recordings, videotapes, and computer software. Contains approximately 40 references. (KB)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; *Elementary School Curriculum; Fine Arts; Foreign Countries; *Grade 3; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Primary Education; Science Curriculum; Second Language Instruction; Social Studies
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 3 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 3 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health"; (8) "Fine Arts"; and (9) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

papers discuss: (1) readiness; (2) transition; (3) kindergarten entrance procedures; (4) developmental screening; (5) achievement testing; (6) retention; and (7) extra year programs. Included in each paper are discussions of current educational practices related to the issue, answers to questions to consider about the issue, recommendations for policy changes, strategies for bringing about change, and a list of sources. A total of 71 sources are provided. (LPP)

ED 410 064   PS 025 756

Levy, David L., Ed.
Speak Out for Children. Fall 1995 through Summer 1996.
PUB DATE- 96
NOTE- 61p.; For 1995 newsletters, see ED 405 967.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Advocacy; *Child Custody; Child Development; *Child Support; Child Welfare; *Childrens Rights; Court Litigation; *Divorce; Financial Support; Legislation; *One Parent Family

"Speak Out for Children" is the quarterly newsletter of the Children's Rights Council (CRC), which is concerned with the healthy development of children of divorced and separated parents. The newsletter consists of feature articles and regular sections and columns. Feature articles for volume 11, issue number 1, are: "U.S. Commission Supports More Mediation, Unified Courts, Parenting Plans"; and "Joint Custody Favorable for Children, says APA American Psychological Association group." Feature article for issue number 2 of this volume is: "Presumption for Joint Custody Takes Effect in Washington, D.C." The feature article for issue number 3 is "Landmark Divorce Study Had the Numbers Wrong" (Katharine Webster). Regular departments in the newsletter include "Family Facts," "In the Courts," "Bills and Resolutions in Congress," "Chapter News," and "Around the Country." (HTH) services and hardware are eligible for discounts; to what extent those services can be "bundled"; the role of the states in the discount program; whether individual schools, districts, consortia, or entire states can apply for discounts; requirements for competitive bidding; factors besides price to be considered in selecting a bid; requirements of telecommunications carriers to provide service at the lowest corresponding price; clarification of definitions of "lowest corresponding price" and "rural"; relationship of cost-of-service area to discount levels; mechanisms for determining the level of poverty for purposes of the universal service discount program; calculating a library's level of poverty; the relationship of the level of annual spending of the Universal Service Fund to the next year's funding availability; the eligibility of previously negotiated contracts for discounts; technology inventory-assessment requirements; and the date that funding for the discount program will start. A schools and libraries discount matrix is included that indicates urban and rural discounts at various poverty levels. (TD)

ED 410 100   SE 060 446

Pursuing Excellence: Eighth-Grade Findings from the Third
  International Math and Science Study. A Video Presentation.
  Videotape .
PUB DATE- 97
NOTE- 0p.; Also published as a component of "Attaining
  Excellence: A TIMSS Resource Kit" (see SE 060 930), where it
  has the title: "A Video Presentation of Pursuing Excellence:
  U.S. Eighth-Grade Findings from the Third International
  Mathematics and Science Study."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Academic Achievement; Curriculum Design;
  Educational Strategies; *Evaluation; *Global Approach;
  *Mathematics Education; *Science Education; Secondary
  Education; Teacher Education
IDENTIFIERS- Third International Mathematics and Science Study

Highlighting the findings from an assessment of the math and science performance of over 500,000 students in 41 countries at three different grade levels, the Third International Math and Science Study (TIMSS) is the world's most comprehensive and reliable study of international education achievement ever undertaken. This 13.5-minute video summarizes the study's key findings at the eighth-grade level and contains the views of business leaders, policymakers, educators, and researchers on the study's implications for America's schools. The video summarizes the findings of the TIMSS study with regard to four topics: (1) curriculum and learning expectations; (2) teaching; (3) teachers' lives; and (4) students' lives. Findings indicate that curricula in U.S. schools cover less challenging subjects and are less focused than curricula in Germany and Japan; U.S. math teachers' typical goal is to teach students how to do something rather than helping them understand mathematical concepts; while U.S. teachers typically have more college education than teachers in Germany or Japan, they have less long-term, structured apprenticeships and less opportunity to discuss teaching-related issues with colleagues; and while the U.S. divides eighth-grade students into classes of varying difficulty, Germany divides students into different schools, and Japan makes no division. (JRH)

Elementary Secondary Education; *International Studies; *Mathematics Achievement; *Mathematics Education; Multimedia Materials; *Science Instruction

IDENTIFIERS- *Third International MAthematics and Science Study

This kit is designed to assist citizens and educators in using the findings from the Third International Mathematics and Science Study (TIMSS) to help improve related educational programs in the United States. The kit helps state and local policymakers, educators, and citizens compare their local community's education system for mathematics and science to those of other countries. The kit is divided into four modules: (1) Education; (2) Student Achievement; (3) Teaching; and (4) Curricula. Each module can be used independently. The modules contain multimedia resources, including reports on TIMSS findings, videotapes of classroom teaching, discussion guides, presentation overheads, checklists, leaflets, and flyers. The "Education" module, designed for individual and small-group use, contains an overview of TIMSS and a discussion of how science and mathematics education in the United States compares with that in 40 other countries. It includes a 13-minute videotape summarizing key TIMMS findings. The "Achievement" module discusses how U.S. students' performance in mathematics and science ranks internationally. The "Teaching" module evaluates how U.S. teaching compares internationally and how educators can use TIMSS as a resource to improve classroom instruction. This module also includes an 80-minute videotape of eighth-grade mathematics lessons from the U.S., Japan, and Germany. The "Curricula" module features a guidebook to help with curriculum selection and analysis. (AIM)

(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Aesthetics; *Hermeneutics; Higher Education;
Phenomenology; Self Concept; Self Congruence
IDENTIFIERS- *Postmodernism

According to this document, the postmodern world needs a form of education which does not separate learning from its application to self, but encourages subjective experiencing of the world as self-encounter. The hermeneutical task is not a technical one, solved by logic, but is rather, an aesthetic journey of finding a sense of identity and personal meaning in experiences born in the midst of universal human struggles. The paper is organized in four sections. After an introductory section, the document presents: "Perspectives on Hermeneutics"; "Hermeneutics: A Phenomenological Aesthetic Investigation," which looks at five different approaches to hermeneutics; and "Aesthetics in Hermeneutics," in which phenomenological aesthetics for hermeneutics in education is advocated; the implication being that transformation and learning would be stimulated by a sense of connectedness and awareness of future possibilities. Contains 52 references. (MM)

Eckert, Jennifer
H. J. Heinz Company: "To Do a Common Thing Uncommonly Well." Fourth Grade Social Studies Unit.
PUB DATE- 22 Nov 95
NOTE- 115p.; Some photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Grade 4; Instructional Materials; Intermediate Grades; *Local History; *Manufacturing; *Manufacturing Industry; *Social Studies; *State History; Technology; United States History
IDENTIFIERS- *H J Heinz Company; Pennsylvania (Pittsburgh)

This integrated unit on the H. J. Heinz Company is intended for fourth grade and provides a broad understanding of history, social science, geography, science, mathematics, literature and economics. Students will discover that many other industries, besides iron and steel, were prospering in the mid-1800s. The table of contents lists: (1) Rationale; (2) Background; (3) Resources; (4) Goals; (5) Vocabulary; (6) Letter to Parents; (7) Photograph Index; (8) Activities; (9) Lesson Plans; (10) Appendix; and (11) Annotated Bibliography. The photographs and articles in the unit come from the H. J. Heinz Company archives. Contains five pages of references. (EH)

that art organizations develop strategies to lure non-participants away from their present activities to those (traditional core art forms) that might be considered more enriching for adults. (MM)

ED 410 187 SP 037 393

Chen, Margaret; Miller, Geri
Teacher Stress: A Review of the International Literature.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Faculty; Coping; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Higher Education; Literature Reviews; *Organizational Climate; Secondary School Teachers; *Stress Management; *Stress Variables; Teacher Burnout; *Teacher Characteristics; Teacher Morale; *Teaching Conditions

This paper summarizes research on both organizational and individual characteristics positively correlated to teacher stress. Organizational characteristics are time constraints, workload, job demands, role conflict, role ambiguity, income, resources, class size, administrative bureaucracy, autonomy/participation in decision making, collegiality, student discipline and interaction, reward and recognition, and career advancement. Individual characteristics are age, marital status, and gender. Teachers found stress increased by time factors, workloads, role conflict and ambiguity, inadequate income and resources, low autonomy, and issues related to the classroom environment. Individual characteristics contributing to stress included age, experience, gender, and marital status. Recommendations for administrators and teachers include: wider knowledge of the organizational and individual characteristics to help school systems and administrators develop systemic interventions to alleviate teacher stress; and greater teacher awareness of stress factors, which will lead teachers to have greater compassion for themselves, resulting in enhanced coping effectiveness. (Contains 65 references.) (JLS)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; National Surveys; *Personnel Policy; Private Schools; *Public School Teachers; Public Schools; Released Time; Teacher Improvement; *Teaching Conditions; Teaching Experience

This indicator of the month summarizes data from the National Center for Education Statistics School and Staffing Survey, 1993-94 (Teacher Questionnaire) regarding teacher participation in professional development (including seminars offered by schools or school districts and courses affiliated with institutions of higher education). Some findings are: (1) over 50 percent of public school teachers participated in professional development; (2) full-time public school teachers were more likely to participate in activities of all types of professional development topics than were full-time private school teachers, and elementary school teachers more than secondary teachers; (3) 48 percent of public school teachers received released time from teaching, and 41 percent received scheduled time for professional development; (4) public school teachers were more likely to receive professional growth credits and released or scheduled time from teaching than were their private school counterparts; however, private school teachers were more likely to receive tuition and/or fees; and (5) public elementary and secondary school teachers in their first three years of teaching were more likely to have participated in a formal teacher induction program than were teachers with four or more years of experience. A table and two figures are included. (ND)

IDENTIFIERS- Schools and Staffing Survey (NCES); *United States

This report presents national data on teachers and teaching from the Schools and Staffing Survey (SASS) and other sources. Where data permit, the report compares findings from the early to mid-1990s with findings from the 1980s. The report addresses a wide range of topics related to teachers and teaching, including teachers' demographic characteristics and various characteristics of their schools and students, teachers' preparation and professional development experiences, teachers' workloads, teaching practices, compensation, perceptions of work environments and job satisfaction, and the supply and demand of teachers. Detailed tables, standard error tables, and technical notes are included in appendices. (Contains 108 references.) (ND)

Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abortions; *Attitude Measures; Comparative Analysis; *Decision Making; Higher Education; Models; Responses; Scaling; Surveys; *Test Construction; Undergraduate Students

This paper suggests a new approach to attitude scale construction. Instead of asking respondents to express the extent or the degree of opinion on a particular issue, respondents should be asked about the factors that are relevant for the issue of interest and how much weight respondents are willing to attach to each relevant piece of evidence. This approach emphasizes the decision-making process respondents utilize in the formation of attitude toward a particular issue. The paper presents the theoretical framework underlying the approach and an application of the proposed scale method. The approach was applied to attitudes toward abortion held by 111 graduate students, staff, and faculty at a university in the Southeast. The survey instrument asked respondents to indicate the amount of influence each factor would have on the decision to be for or against abortion. In this way, respondents are not required to judge the degree of agreement with a declarative statement, and the attitude scale represents a rational decision-making approach. The scale takes the individual's life experience into account and derives the continuum of the attitude being examined. In fact, the middle of the scale is neutral when respondents' attitudes are normally distributed. In addition, the level of attitudes among respondents can be compared. (Contains 1 table, 2 figures, and 30 references.) (SLD)

theory in metacognition and conceptions of strategic learning. An appendix shows multiple regression results. (Contains 1 table and 47 references.) (Author/SLD)

ED 410 263 TM 027 042

Scheuneman, Janice Dowd; And Others
An Evaluation of Gender Differences in Computer-Based Case Simulations.
PUB DATE- Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); Case Studies; Cognitive Processes; *Computer Simulation; Higher Education; Licensing Examinations (Professions); Medical Education; *Medical Students; Patients; *Performance Factors; *Sex Differences; *Test Items
IDENTIFIERS- National Board of Medical Examiners

As part of the research leading to the implementation of computer-based case simulations (CCS) for the licensing examinations of the National Board of Medical Examiners, gender differences in performance were studied for one form consisting of 18 cases. A secondary purpose of the study was to note differences in style or approach that might differentiate the performance of men and women at a more detailed level than overall rating. In CCS, the examinee is presented with an introduction to the patient's signs and symptoms and then enters patient management plans into the computer. The simulated patient's condition changes in response to the action requested by the examinee. The sample in this study was 201 senior medical students. Gender identification was available for 118 men and 78 women. Performance on the total set of cases was similar for men and women, with the average of case means 4.55 for men and 4.51 for women. The two cases with the largest performance difference favoring women were obstetrics-gynecology cases, and an emergency surgery case had the largest difference favoring men. At the item level, results suggest that men tend to request more beneficial and inappropriate actions than women, although the effect was small. Overall, the performance differences on the CCS cases were very small, as expected. (Contains 6 tables and 10 references.) (SLD) factor analysis methods were used to investigate the structures underlying PPSDQ responses of 641 university students. The model fit statistics were generally supportive of a conclusion that the PPSDQ-93 yields scores with the expected psychometric properties. Classical psychometric analyses were also supportive of a view that the instrument has reasonable properties; these analyses included item and alpha analyses, and both orthogonal and oblique exploratory factor analyses. Seven appendixes contain correlation matrices, and tables of descriptive statistics. (Contains 4 tables, 7 appendix tables, and 26 references.) (Author/SLD)

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Abuse; Conflict; Data Collection; Emotional Abuse; Family Characteristics; Marriage; *Measurement Techniques; *Parent Child Relationship; Program Evaluation; *Screening Tests; Surveys; Test Construction; Test Format; Test Reliability; *Test Use; Test Validity

IDENTIFIERS- *Conflict Tactics Scale; *Spouse Abuse

The Conflict Tactics Scales (CTS) are intended to measure use of nonviolent discipline, psychological aggression, and physical assault in parent-child and other family relationships. The latter two scales provide a basis for identifying psychological and physical maltreatment. Two revisions of the CTS became available in 1996. One, the CTS2 is designed to measure relationships between partners in a marital, cohabiting, or dating relationship, while the other, the CTSPC is designed for measuring parent-child relationships. This paper makes available information based on the original CTS and the CTSPC to facilitate understanding and appropriate use. Research results suggest that the internal consistency reliability of the scales are low because parents who engage in one type of maltreatment do not necessarily maltreat the child in other ways. Despite this, when the CTS and CTSPC have been used in epidemiological surveys, they have revealed many more cases of child abuse than have been reported to child protective services. Nevertheless, research suggests that these CTS rates must be regarded as lower bound estimates. Additionally, clinical screening with the scales, while identifying many cases that would not otherwise be known, will still miss many cases. A substantial body of evidence supports the construct validity of these measures, and the brevity and minimal reading level of the scales make them feasible for clinical screening, survey research, tracking progress among families receiving services, and for obtaining data on the effectiveness of prevention and treatment programs. Two appendixes present the original CTS and CTSPC items by scale and subscale and a discussion of prevalence rates and chronicity of maltreatment. (Contains 71 references.) (SLD) which all students are expected to demonstrate competence. The promising news is that more students in grades 4, 8, and 12 were considered proficient or competent in mathematics than students were 6 years ago, and more students are receiving degrees in mathematics or science. The first chapter discusses "Mathematics and Science Achievement for the 21st Century." Chapter 2 discusses achievement at the national level and presents exhibits that portray progress toward each of the eight national education goals. Chapter 3 considers achievement at the state level, with a page for each state. Overall, it appears that national progress on the 26 core indicators is slightly better than that described in the 1996 "Goals Report," with significant improvement in 6 areas. Significant improvements have also been seen in many areas at the state level. Gratifying as improvements are, the National Education Goals Panel recognizes that much remains to be done. To this end, the Panel recommends setting tougher standards, aligning all components of the education system with these standards, and strengthening the subject matter knowledge and teaching skills of teachers. Four appendixes present data collection schedules, technical sources for national and state indicators, and acknowledgments. (Contains 26 exhibits and 7 tables.) (SLD)

For the 21st Century: The Welfare Reform Community Agenda.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Community Programs; Conferences; *Delivery Systems; Elementary Secondary Education; Employment Opportunities; Federal Legislation; *Health Services; *Hispanic Americans; *Job Training; Parent Education; *Welfare Recipients; Welfare Services
IDENTIFIERS- Self Sufficiency; Welfare Reform

The National Coalition of Hispanic Health and Human Services Organizations has sponsored a series of conferences that bring together Hispanic health and human services leaders. This report is the result of in-depth consideration and deliberation by a representative group of Hispanic community health and human services leaders who met in Washington, DC, February 12-14, 1995 as part of the Welfare Reform Community Agenda Forum. Hispanics in the United States are a community of 27.5 million people, the vast majority of whom work, have strong family networks, and pay taxes. Hispanics are less likely than any other major American ethnic group to be in the welfare system, but some segments of the population do need help. To promote self-sufficiency for all, the first priority is to create systems that support families, children, the elderly, and other individuals. Key to this effort is providing child care for parents participating in education and job skill training. Also important is the provision of parenting education and access to information and education on child spacing. A second necessity is to create meaningful opportunities for education, training, and employment through guaranteed access to approved training and education geared to the individual and linked to actual employment opportunities. A third priority is to create administrative systems that are accountable to communities. Attachments discuss myths and facts about welfare recipients and present a primer of welfare programs with descriptions of major federal programs. The Job Opportunities and Basic Skills Program (JOBS) is one of the key elements of the 1988 Family Support Act, and as such provides mandatory education, job training, and employment services to parents of families receiving Aid to Families of Dependent Children. (Contains three tables and six figures.) (SLD)

DOCUMENT RESUME

ED 410 339 UD 031 832

Washington Models for the Evaluation of Bias Content in Instructional Materials.
PUB DATE- May 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Childrens Literature; Cultural Awareness; Economic Factors; *Evaluation Methods; Identification; *Instructional Materials; *Racial Bias; Religious Factors; School Districts; Selection; *Sex Bias; *Stereotypes; Teaching Methods; *Textbook Content
IDENTIFIERS- *Washington

Guidelines are presented for evaluating instructional materials with regard to racist, sexist, cultural, religious, economic, and other bias. Schools play a significant role in promoting or negating societal points of view. Although no attempt is made to prepare an exhaustive list of indicators of bias, examples are given of bias through stereotypes, biased language, omission of groups from discussions of issues, and perspectives on people who are defined only in terms of their relationship to others. Some overall considerations about dealing with bias are discussed. Teachers need to know how the district and school will reach agreement to ensure reasonable consistency with regard to bias, and they should be aware of the process of selection of supplementary materials for texts that are not up to district standards. Computer software should be examined for bias just as printed materials are. A reprint from the Council on Interracial Books for Children identifies "Ten Quick Ways To Analyze Children's Books for Racism and Sexism." Another attachment is "A Look at Literature about Indian Peoples 'through Indian Eyes.'" The 24 questions in this checklist are an example for identification of bias about other groups as well. Specific sections of Washington state law pertaining to the selection of instructional materials are included. The final attachment is an instrument for evaluating instructional materials. (SLD)

ED 410 340 UD 031 833

Athletic Equity Guidelines.
PUB DATE- Jun 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Athletic Coaches; Athletic Equipment; *Athletics; Educational Administration; Educational Planning; Elementary Secondary Education; *Equal Education; *Professional Development; Program Development; Program Evaluation; Public Schools; School Districts; *Sex Bias; State Programs
IDENTIFIERS- Equal Access; *Title IX Education Amendments 1972; *Washington

Guidelines are presented to ensure the equality of athletic programs for males and females in the Washington state schools.

in eight New York communities. Three appendixes list the lowest performing elementary and middle schools in the city and present selected district profiles. (Contains 11 tables.) (SLD)

ED 410 358 UD 031 852

Nelson, Mark D.; Bauch, Patricia A.
African-American Students' Perceptions of Caring Teacher Behaviors in Catholic and Public Schools of Choice.
PUB DATE- Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *Catholic Schools; Definitions; *High School Seniors; High Schools; Interaction; Interviews; *Magnet Schools; Parents; Public Schools; School Choice; *Student Attitudes; *Teacher Student Relationship; Urban Schools
IDENTIFIERS- African Americans; *Caring

The perceptions of students about caring teachers were studied in secondary Catholic and public magnet schools. Both types of schools were schools of choice, attended through student and family choice and not assignment by neighborhood. The sample for the study came from a national, federally funded project that studied the relationship between family choice and school responsiveness. The larger sample consisted of interviews with 300 high school seniors and their parents and 100 school teachers, counselors, and administrators. For this study, interviews from 88 African American students were used. The students attended four urban Catholic high schools, two public single-focus (one theme) urban magnet high schools, and two public multifocus (several areas of concentration) urban magnet high schools. Data were analyzed separately based on school type. The concept groups of "expectations," "encouraging," and "challenging" were emphasized in the conversations of students from all three types of schools, suggesting that these behaviors are consistent in defining caring for students in all the school types. Students from Catholic schools tended to associate helping and involving with caring teacher behavior more often than students in the public schools. The concept of relationship was mentioned more by Catholic school students and students from single-focus magnets. Concern was mentioned more often by Catholic and multifocus school students. It is suggested that students in Catholic high schools may have more personal interaction with parents and teachers and may expect and value such interaction more as indicative of caring. (Contains 4 tables and 30 references.) (SLD)

ED 410 359 UD 031 853

What You Can Do...To Help End Homophobia in Your School.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attitude Change; Educational Environment; Elementary Secondary Education; Equal Education; *Homophobia;

This guide is designed as a foundation for the development of local school and district athletic programs. The essential components for athletic program equality in Washington are: (1) athletic equity plan development; (2) approval of the plan; (3) implementation of the plan; (4) a support system; (5) administrative responsibility and support; (6) a professional athletic staff; (7) opportunities for professional development, including inservice training on equity issues; and (8) accurate ongoing evaluation. Attached are excerpts from pertinent Washington state laws and regulations that prohibit discrimination and describe measures for its elimination. A guide for the analysis of equal opportunity factors in grades 7 through 12 is included that mandates selection of balanced sports offerings, the provision of comparable equipment, and equal opportunities for practice, coaching, and academic tutoring. Another attachment discusses differences between Washington state regulations and Federal Title IX. Washington does not define contact sports, and clearly states that all activities must be offered to all students without respect to sex. Some sample inservice programs for teacher and coach awareness are described, and a survey is presented to survey the recreational and school activities of each school. (SLD)

ED 410 341 UD 031 834

Sex Equity Monitoring Guide. Revised.
PUB DATE- Nov 95
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Elementary Secondary Education; *Equal Education; Evaluation Methods; Program Evaluation; Public Schools; School Districts; *Self Evaluation (Groups); *Sex Fairness; *State Legislation; State Programs
IDENTIFIERS- *Monitoring; *Washington

Guidelines are presented to ensure sex equity in the Washington state public schools. A legislative mandate requires the Superintendent of Schools to apply provisions of the sex equity statutes to any activity conducted by or on behalf of a school district. Every year, one third of the state's 296 school districts are required to complete an assurance form and submit associated proofs of compliance with sex equity law. Twenty to thirty school districts are then monitored on site as confirmation. This three-part monitoring guide is designed to help districts and state regulators assess the level of compliance with the sex equity in education statutes. The first portion of the guide is an Internal Assessment Packet to be used internally by districts for self-assessment. It contains sample policies, checklists, staff questionnaires, and other assessment tools. The second part of the guide is the "Monitoring Review Packet" used by districts for compliance in paperwork and the generation of forms required for state regulators. An appendix contains copies of relevant revised codes, state administrative codes, and other reference documentation to help districts understand sex equity in education guidelines. An introduction to the Internal Assessment Packet discusses Federal and state equity law and Title IX of the Education Amendments of 1972. (SLD)

ED 410 342 UD 031 835

*Homosexuality; *Lesbianism; Role Models; School Safety; Sex Bias; Social Discrimination; *Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Homosexual Teachers

The Gay, Lesbian, and Straight Teachers' Network presents suggestions for teachers for eliminating homophobia in schools. The following suggestions are intended as starting points as teachers begin to think about the issue of homophobia in school: (1) guarantee equality; (2) create a safe environment; (3) provide role models; (4) provide support for students; (5) provide training for faculty and staff; (6) reassess the curriculum; (7) provide appropriate health care and education; (8) diversify library and media holdings; (9) broaden enlightenment programs; and (10) do not assume that students and other teachers are heterosexual. Gay and lesbian members of the school community need to know that their schools value equality and that they are protected against discrimination. Schools should add sexual orientation to their statements of nondiscrimination. For students, peer support and acceptance is the key to a feeling of belonging. Being gay is not a health issue, but health education on sexuality and sexually transmitted diseases should address the issues of gay and lesbian people sensitively. (SLD)

ED 410 360 UD 031 854

Wasik, Barbara A.
Volunteer Tutoring Programs. A Review of Research on Achievement Outcomes. Report No. 14.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Disadvantaged Youth; *Outcomes of Education; Primary Education; Program Effectiveness; Program Evaluation; *Reading; Teaching Methods; *Tutorial Programs; Tutors; Urban Schools; *Volunteers
IDENTIFIERS- *America Reads Program

The America Reads challenge makes a national commitment to the goal that every child will read independently and well by the end of the third grade. The primary means of achieving this goal is to place one million volunteers in schools to tutor children in reading. However, little is known about the effectiveness of using volunteer tutors in the schools. This report reviews 16 volunteer tutoring programs, most of which were implemented in urban schools. Only two of these programs had an evaluation comparing equivalent treatment and comparison groups to determine the effectiveness of the program, and five of the programs had no evaluation at all. Evidence from the two comparative evaluations did show a correlation between the number of tutoring sessions and learning gains, but it is unclear at this point whether volunteer tutoring programs can have a significant impact on student reading performance, or what types of programs are likely to be effective. Volunteer tutors may be able to contribute to children's reading progress, but a great deal of research, development of replicable models, and evaluation of alternative models is needed if the potential of volunteer tutoring is to be raised. An appendix describes program elements in chart form. (Contains 21 references.) (Author/SLD)

Doyle, Denis P.
Where the Connoisseurs Send Their Children to School. Hudson Briefing Paper, Number 181.
PUB DATE- Sep 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Census Figures; Disadvantaged Youth; *Elementary School Teachers; Elementary Secondary Education; Inner City; Minority Groups; *Private Schools; Public Schools; *School Choice; *Secondary School Teachers; Tables (Data); *Urban Schools

Teachers know more than anyone about what the schools are like, and public school teachers know best of all whether it is wise to send one's children to a public school. Data from the U.S. Census and other sources make it clear that, in the largest urban areas, public school teachers are more likely than the public at large to enroll their children in private schools. Overall, teachers are half again as likely to choose private schools for their children (17.1% as opposed to 13.1% of the general population), and in cities, teachers are two to three times as likely to choose private schools. Black teachers are more likely to choose private schools than white teachers, and Hispanic teachers use private schools more than nonHispanic teachers. However, in the nation outside the cities, public school teachers are somewhat less likely to choose private schools. Private school enrollments are largest in the cities for everyone, and teachers are not alone in their desire to remove their children from the public schools. If teachers and their organizations reject the schools in which they teach, on what basis should other parents, particularly the poor and dispossessed, be denied this option. By and large it is the poor who are forced into the country's worst public schools, those of the inner city. School choice should be supported because it is the right thing to do for all children. (Contains 11 tables.) (SLD)

ED 410 343 UD 031 836

Ethnic Minorities and Migrant Communities. Report on the Round Table and Satellite Meetings. International Congress on AIDS (9th, Berlin, Germany, June 6-11, 1993).
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Arabs; Cultural Awareness; Elementary Secondary Education; *Ethnic Groups; Foreign Countries; *Health Education; *Immigrants; Language Minorities; *Migrants; *Minority Groups; Needs Assessment; Prevention
IDENTIFIERS- *Asians; Europe; Iranians; Turks

The Naz Foundation sponsors a project on HIV and AIDS education, prevention, and support among South Asian, Turkish, Irani, and Arab communities in Europe. As immigrants, ethnic minorities, and refugees, these people are not isolated from the societies in which they live, and are just as vulnerable as any other community to AIDS. A conference on AIDS in Berlin (Germany) in 1993 featured a roundtable on AIDS education and prevention

ED 410 361 UD 031 855

Romines, Ken
A Principal's Story. Two-Year Effort To Turn around Edison
  Elementary School in San Francisco.
SPONS. AGENCY- Zellerbach Family Fund, San Francisco, Calif.
PUB DATE- 97
NOTE- 108p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; Black Students; Disadvantaged
  Youth; *Educational Change; Educational Improvement;
  *Elementary Education; Elementary School Teachers; Hispanic
  Americans; Minority Groups; Parent Participation; *Principals;
  *School Restructuring; Teacher Attitudes; Test Results; *Urban
  Schools
IDENTIFIERS- African Americans; *San Francisco Unified School
  District CA; Stakeholders

In this memoir, a principal recounts the story of his 2 years at Edison Elementary School in San Francisco (CA), a school that was called the worst school in California. The students had the worst standardized test scores in the district, and racial discord and playground violence were common. The school was facing the threat of reconstitution, the reassignment of all personnel. Only 6 of the school's 427 children lived in the surrounding neighborhood, and the rest were bused in from 3 other neighborhoods. Students were 45% Hispanic and 43% African American, and more than one third were identified as limited English speaking. The new principal made valiant efforts to improve the situation, beginning by attempting to minimize the divisive effects of the school's track system. Techniques to motivate students, involve parents, and promote various kinds of interaction were instituted. Concerted efforts over the 2 years resulted in the first improvements in test scores in more than a decade and in an improved school environment. Although change was evident, the school board recommended reconstitution. All school personnel were reassigned, and those who wanted to continue at Edison had to reapply. An epilogue describes the improved climate the new staff inherited. The following chapters are included: (1) "Year One: Terrible and Wonderful"; (2) "Edison and Its Stakeholders"; (3) "How Edison Fell Short of an Effective Learning Development"; (4) "Turning Edison Around"; (5) "Achievements of the Year"; and (6) "The Second Year: As Things Change, Much Stays the Same." (SLD)

ED 410 362 UD 031 856

Kronick, Robert F., Ed.
At-Risk Youth: Theory, Practice, Reform. Source Books on
  Education, Volume 49. Garland Reference Library of Social
  Science, Volume 1021.
PUB DATE- 97
NOTE- 330p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- American Indians; Black Students; *Dropouts; *Early
  Intervention; Ethnic Groups; *High Risk Students; High School
  Students; High Schools; Minority Groups; Nontraditional
  Education; Political Influences; *Risk; *Social Influences;
  Urban Schools; *Urban Youth

To reduce the number of school dropouts and youth homicides and to change poor social outcomes for children and youth at risk, among these minority groups. The roundtable opened with a discussion of the necessity for health education for immigrant and refugee peoples, and a call for culturally and linguistically appropriate services, including education. Defining the age groups to be targeted and the venues for education is a major concern for these ethnic communities. Five papers provide viewpoints about responses to AIDS in these minority groups: (1) "The Human Right of Movement and Asylum and Persons with HIV/AIDS" (Fernando Chang-Muy); (2) "Empowerment of Marginalised Communities To Develop Their Own HIV/AIDS Service Organisations To Provide Education, Prevention and Support Services" (Dima Abdulrahim); (3) "Development of Culturally Appropriate HIV/AIDS Education and Prevention Services for Ethnic Minority and Migrant Populations" (Ramazan Salman); (4) "Undocumented Immigrants Living with HIV in New York City" (Jairo Enrique Pedraza); and (5) "Report on the First European Information Exchange Meeting on Ethnic Minorities, Migrants and AIDS, Held in Blossin, Germany, May 1993" (Oonagh O'Brien). Attachments include declarations, issues, and recommendations from the roundtable and the entire conference. Recommendations for national and local AIDS service organizations are also made. An analysis of existing services leads to the call for culturally and linguistically sensitive services for these Muslim and Asian populations in Europe, including the provision of AIDS education in ways defined by the communities themselves. (SLD)

ED 410 344   UD 031 837

Berne, Robert; And Others
Reinventing Central Office. A Primer for Successful Schools.
PUB DATE- 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Centralization; *Community Control; *Decentralization; Decision Making; Educational Administration; Educational Change; Elementary Secondary Education; *Institutional Autonomy; Organizational Change; *School Based Management; School Restructuring; *Urban Schools
IDENTIFIERS- *Reform Efforts

Since 1993, school reform leaders from Chicago (Illinois), Denver (Colorado), New York (New York), Seattle (Washington), and Philadelphia (Pennsylvania) have come together in the Cross City Campaign to work for the improvement of urban education. In each of these cities rhetorical pleas for decentralization and the investment of decision making in the school community are common, but central offices continue to yield little real authority to the local schools. This report recommends a fundamental revision of urban public school systems, one that shifts virtually all funds and most authority to the schools and dismantles centralized bureaucratic structures.
"Reinventing Central Office" covers six key areas in which centralization can be reduced and local autonomy strengthened: (1) governance; (2) budgets; (3) curriculum and instruction; (4) personnel; (5) facilities and services; and (6) accountability. Large bureaucracies find it hard to change how they work. They may yield authority to schools in some or all of these areas, but they then take actions that show that authority still resides at the central level. Central offices have a strong tendency to recentralize, schools will have to watch vigilantly for possible recentralizations if these reforms are implemented. Communities have the intellectual,

it is necessary to consider socially imposed risk factors and reconceptualize ways of thinking about risk. Chapters in this collection discuss risk factors and show that schools can become supportive environments that respond to student strengths and needs. The following chapters are included: (1) "At-Risk Youth: The State of the Art" (Robert F. Kronick); (2) "The Politics of At-Risk Youth" (Sung Roe Lee and Robert Cunningham); (3) "The Real World: Teenage High School Leavers Speak Out about Alcohol, Other Drugs, and Life Problems" (Sandra L. Putnam, James E. Malia, and Suzanne F. Streagle); (4) "Home and School Correlates of Early At-Risk Status: A Transactional Perspective" (Jean E. Dumas); (5) "New Learning and Agency in the At-Promise Student" (Graham E. Higgs and Nancy L. Tarsi); (6) "Effects of Alternative Educational Programming on Intrinsic Motivation among Ethnic Minority Adolescents" (Cynthia Hudley); (7) "The Neglected Factor: Television and At-Risk Youth" (W. Thomas Beckner); (8) "An African-American Female and School" (Rosa Kennedy); (9) "African-American Mothers' Roles in Their Children's Education" (Rhoda Barnes); (10) "Chestnut Ridge Learning Center: A Theory Put into Practice" (Katherine Higginbotham); (11) "Appalachian Culture and Schooling" (Eva Thaller); (12) "The Tribally Controlled Community College: New Directions in Native American Education" (Gabrielle Elliott); (13) "Early Intervention Prevents At-Risk Students" (Lawrence M. DeRidder); (14) "Grading and Assessment Practices that Place Students at Risk" (Charles H. Hargis); and (15) "Epilogue: A Call to Higher Education To Keep Pace with Reaching At-Risk Students" (Robert F. Kronick). Each chapter contains references. (Contains five figures and eight tables.) (SLD)

ED 410 363   UD 031 857

Orfield, Gary; Eaton, Susan E.
Dismantling Desegregation. The Quiet Reversal of Brown v. Board of Education.
PUB DATE- 96
NOTE- 424p.; Work completed by the Harvard Project on School Desegregation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Black Students; *Court Litigation; Desegregation Effects; *Desegregation Plans; Disadvantaged Youth; Educational History; Elementary Secondary Education; Equal Education; Hispanic Americans; Magnet Schools; Neighborhood Schools; Racial Composition; School Desegregation; School Districts; *School Resegregation; *Urban Schools
IDENTIFIERS- African Americans; *Brown v Board of Education; Hispanic American Students; Latinos

The United States is quick to celebrate the Brown v. Board of Education decision, but there is an insidious trend toward resegregation in the public schools. For the first time since 1954, school segregation is actually increasing for African American students. In several rarely discussed decisions, the Supreme Court has opened the door for the abandonment of desegregation plans. This quiet reversal of the landmark decision is discussed in profiles of school districts that have begun to dismantle desegregation. The following chapters are included: (1) "Turning Back to Segregation" (Gary Orfield); (2) "Plessy Parallels: Back to Traditional Assumptions" (Gary Orfield); (3) "The Growth of Segregation: African Americans, Latinos, and Unequal Education" (Gary Orfield); (4) "Unexpected Costs and Uncertain Gains of Dismantling Desegregation" (Gary spiritual, cultural, and physical strengths that provide the essentials for raising children and revitalizing community life. Four appendixes outline powers and functions that should be shifted to the local schools; list proposed roles for schools, districts, and external groups; and provide lists of resources and individuals with expertise in educational improvement. (Contains 47 references.) (SLD)

ED 410 345 UD 031 838

Orfield, Gary; Glass, Diane
Asian Students and Multiethnic Desegregation.
PUB DATE- Oct 94
NOTE- 47p.; A publication of the Harvard Project on School Desegregation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; Desegregation Effects; *Desegregation Plans; *Disadvantaged Youth; Elementary Secondary Education; Ethnic Groups; Immigrants; Low Income Groups; *Minority Groups; Racial Differences; Refugees; *School Desegregation; Urban Schools; *Urban Youth
IDENTIFIERS- *Asian American Students; Model Minority Thesis

Asian students are the most successful racial group in American schools, and this success has led to the model minority stereotype. However, the question of Asian students and school segregation is seldom examined, largely because of the traditional academic success of Asian students. This study compares the level of racial segregation Asian students face in comparison with other minority groups. Major Asian ethnic groups in the past experienced severe discrimination in areas in which they were concentrated, but the present situation is very much in flux. Aggregate statistics do not capture the emergence of significant trends of low-income Asian students having severe trouble in school, especially recent immigrants from Southeast Asia and the Pacific Islands. Some recent refugee and immigrant groups are clustered in areas where concentrations of low-income Asians have produced schools with severe educational and social problems. Data from the Common Core of Data for the 1991-1992 school year and other sources show that nearly 61% of the nation's Asian students attend school in just four states, California, New York, Hawaii, and Texas. The differences between issues facing other minorities and those facing Asian students combined with the diversity of the Asian populations means that any simplistic effort to extend desegregation policies designed for African Americans in the South to Asians in multiethnic cities will not be successful. Results of various studies show that there are some Asian communities that now have serious segregation. It would not be correct, however, to treat all Asians as disadvantaged minorities. The best procedure for designing approaches to desegregation will be to analyze each of the Asian subgroups separately. It will also be important to separate the short-term needs of new immigrants from the long-term necessities of those who have been in the United States a while. (Contains 3 figures, 13 tables, and 15 reference.) (SLD)

ED 410 346 UD 031 839

Emanuelsson, Ingemar
Integration and Segregation: Inclusion and Exclusion.
PUB DATE- Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American

Orfield); (5) "Broken Promises: Resegregation in Norfolk, Virginia" (Susan E. Eaton and Christina Meldrum); (6) "Still Separate, Still Unequal: The Limits of "Milliken II's Monetary Compensation to Segregated Schools" (Susan E. Eaton, Joseph Feldman, and Edward Kirby); (7) "Desegregation at Risk: Threat and Reaffirmation in Charlotte" (Alison Morantz); (8) "Slipping toward Segregation: Local Control and Eroding Desegregation in Montgomery County" (Susan E. Eaton); (9) "Money and Choice in Kansas City: Major Investments with Modest Returns" (Alison Morantz); (10) "Magnets, Media, and Mirages: Prince George's County's 'Miracle' Cure" (Susan E. Eaton and Elizabeth Crutcher); (11) "Segregated Housing and School Resegregation" (Gary Orfield); and (12) "Toward an Integrated Future: New Directions for Courts, Educators, Civil Rights Groups, Policymakers, and Scholars" (Gary Orfield). (SLD)

ED 410 364   UD 031 858

Lantieri, Linda; Patti, Janet
Waging Peace in Our Schools.
PUB DATE- 96
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Community Involvement; *Conflict Resolution; *Cultural Awareness; Diversity (Student); Elementary Secondary Education; Minority Groups; *Multicultural Education; Parent Participation; Peer Relationship; Program Effectiveness; *School Safety; *Teacher Role; Urban Schools
IDENTIFIERS- Peace Education; *Peer Mediation

The Resolving Conflicts Creatively Program (RCCP) described in this book asserts that schools must educate the child's heart as well as the mind. RCCP began in 1985 as a joint initiative of Educators for Social Responsibility Metropolitan Area and the New York City Board of Education. The program started in 3 schools in New York City and has expanded to more than 325 schools nationwide, serving over 150,000 students. RCCP focuses on three dimensions of creating safe and caring schools: (1) conflict resolution; (2) valuing diversity; and (3) enhancing social and emotional learning. Chapter 1 describes a vision of learning that promotes emotional literacy, conflict resolution, and diversity education. Chapter 2 describes the "peaceable" classroom in which this vision is enacted. In Chapter 3, "How To Wage Peace: The Skills of Conflict Resolution," and Chapter 4, "Valuing Diversity: Creating Inclusive Schools and Communities," the specific concepts and skills the program teaches students and adults are described. Chapter 5 focuses on the role of the teacher in creating a safe and caring learning environment. Chapter 6 describes the work of mediation in the schools, and Chapter 7, "Signs of Hope," presents the reactions of young people who have served as mediators. In Chapter 8, the parent component of RCCP is described. Chapter 9 describes the beginnings of the RCCP and its model. In Chapter 10, the peaceable school is described. Chapter 11 considers the importance of community involvement and the steps necessary to sustain the peaceable classroom and school. (SLD)

ED 410 365   UD 031 859

Lopata, Helen Znaniecka
Polish Americans. Second, Revised Edition.
PUB DATE- 94
NOTE- 294p.

Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disabilities; *Diversity (Student); Educational Research; Educational Theories; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Mainstreaming; *Regular and Special Education Relationship; *School Segregation; *Special Education; Student Placement
IDENTIFIERS- *Sweden

In considering what to do with the normally existing diversity in a group of children coming to a school intended for all, the concepts of integration, segregation, inclusion, and exclusion must be considered as characteristics of school aims, organization, and work. Questions related to these concepts are particularly pertinent in a discussion of special education. In the context of the Swedish schools, which are meant to be "one school for all" by parliamentary mandate, the question should be why anyone should be excluded or segregated. Regarding the issues in this light, rather than considering why someone should be included, would make the challenges for regular and special education much clearer. If real integration is the aim, then the challenge becomes accepting more diversity. Diversity in learning abilities should be regarded as something positive and valuable, rather than something to eliminate. Looking at integration in this light will mean challenges for educational research as well, since it will become more important to examine integration processes than to study bases for exclusion. It will be necessary to stop talking of integration as a method or measure and to stop referring to individuals as "integrated." Some results of a longitudinal study in Sweden show a picture of successful integration into school and later into the workforce for a group of low-ability students included in mainstream classrooms who were never designated "integrated," but who were merely included. Study of the processes that made this happen will be more useful than theorizing about inclusion. (Contains 22 references.) (SLD)

ED 410 347 UD 031 840

Singer, Alan
Educating Other People's Children: Race, Class, Ethnicity, Aging, and the Politics of School Funding in Long Island, New York.
PUB DATE- Mar 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); Disadvantaged Youth; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Ethnicity; Financial Support; Minority Groups; *Politics; Public Opinion; Public Schools; *Racial Differences; School Districts; Social Class; Tax Allocation
IDENTIFIERS- *New York (Long Island)

Long Island, New York, including Nassau and Suffolk Counties, is a patchwork of small ethnically, racially, and economically segregated towns organized into 126 school districts. School funding patterns and problems conform to racial, ethnic, and

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Acculturation; Catholic Schools; *Cultural Awareness; Cultural Background; Cultural Differences; Economic Factors; Elementary Secondary Education; Ethnicity; Higher Education; *Immigrants; *Polish Americans; Political Influences; Religious Cultural Groups; *Religious Education; School Role; *Urban Schools

This book examines Polonia, the Polish ethnic community in America created by three giant waves of immigration between 1880 and 1990. The complicated history of this ethnic group is reflected in the lives of increasing numbers of Polish Americans, including recent immigrants brought by political and economic changes, as they achieve middle class status. Postcommunist Polish immigrants to the United States have sometimes found themselves at odds with Polish Americans of longer standing. In addition, as economic conditions worsen in Poland, the country is reaching to the Polish American community for support. Polish Americans have built a complex and organized ethnic community over the course of 100 years. This ethnic survival has been supported by the institutional completeness of the Polish American community when regarded from religious, educational, economic, political, family, and recreational viewpoints. Of particular interest to educators is the educational institution of the Polish American community. Education has long been closely associated with religion in Polonia. Polish Americans historically found the public schools unacceptable in terms of their emphasis on American culture and language. They turned to parochial schools to support Polish ethnicity, yielding to government pressure to teach English in these schools. Even in recent years, Polish ethnic groups have pressed institutions of higher learning to include Polish language and literature courses. Although some Polish cultural and educational societies and institutions had begun to die out by the 1970s, there has been a revival in interest in Polish culture and a rebirth of some traditional cultural educational organizations. At the same time, Polish Americans are becoming more aware of the necessity of being familiar with the culture and traditions of dominant United States society. (SLD)

ED 410 366 UD 031 860

Herbst, Philip H.
The Color of Words. An Encyclopaedic Dictionary of Ethnic Bias in the United States.
PUB DATE- 97
NOTE- 259p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Classification; Ethnic Groups; Ethnic Relations; *Ethnicity; *Intergroup Relations; *Labeling (of Persons); Minority Groups; Negative Attitudes; Racial Relations; *Social Bias; Social Discrimination; *Stereotypes

"The Color of Words" tells the stories of words used in the United States to label ethnic groups or to talk about the social landscape of which ethnic groups are a part. The book defines over 850 ethnic and racial terms and expressions that convey ethnic bias or that are commonly regarded as controversial or confusing. Many entries are supplemented with comments about group stereotypes and their origins, ethnic identities, sociopolitics, and multicultural debates. These comments emphasize that the entries are labels for class lines. Predominantly minority school districts generally have higher property tax rates, fewer commercial properties, lower per-pupil spending, and the least satisfactory academic performance as measured by standardized tests. During the last decade, active anti-tax, anti-government, conservative political groups, elected officials, and school boards have emerged in a number of Long Island communities. These groups tend to oppose increased school funding, but support the local property tax system because it allows for greater local control over spending and tax rates. In many communities, the overwhelming issue is the objection to paying to educate "other people's children." Support for costly microdistricts (taxpayers are also opposed to district consolidation) and local control over schools on Long Island is also a result of deep racial and class division. The system that promotes inequalities in education reflects the desire of relatively affluent predominantly White and Asian communities to avoid responsibility for problems in neighboring communities where students are largely African American and Latino. The situation on Long Island has national significance, in that the pattern and politics of Long Island's public school system may well be replicated on a broader scale. In this unjust system, school funding that wins majority support denies equal education to minority children. (Contains 45 references.) (SLD)

ED 410 348   UD 031 841

Smith, Albert J.
Washington State Coordinated Service Initiative for At-Risk Youth and Families. Executive Summary.
PUB DATE- Mar 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; Behavior Problems; Demonstration Programs; Disadvantaged Youth; *Dropout Programs; Dropouts; Elementary Secondary Education; *High Risk Students; *Minority Groups; Parent Participation; Preschool Education; *Prevention; Program Evaluation; School Based Management; Suburban Schools; Urban Schools; *Urban Youth
IDENTIFIERS- *C STARS; *Case Management; Washington

This executive summary presents evaluation findings and conclusions from a 4-year study of a demonstration project focusing on a school-based and school-linked interprofessional case management approach to dropout prevention. The project, funded by the U.S. Department of Education, was administered by the Center for the Study and Teaching of At-Risk Students (C-STARS) at the University of Washington and Washington State University. During the project, a generic model for interprofessional case management was introduced in 5 school districts (28 schools). The model consisted of a set of guidelines for site-tailored delivery of case management services, and it included an evaluation component to assess outcomes. Each district targeted case management services in consideration of its unique demographic and service need priorities. An inner-city district, a suburban district, and districts with high numbers of American Indians, Hispanic American students, and low-income rural students participated. An analysis of attendance, academic grade, and misconduct data revealed that students who met the C-STARS criteria generally improved in these areas while receiving case management services. Over the 4 years there were measurable improvements in all three areas, and there was an increase in progress classifications people make about society, and that these classifications are often made for reasons of manipulation or mischief. Understanding the ethnic words in this collection can expose inequalities and stresses in relations between groups, opening communication and understanding. (SLD)

ED 410 367 UD 031 861

Trueba, Enrique T.; Bartolome, Lilia I.
The Education of Latino Students: Is School Reform Enough? ERIC/CUE Digest, Number 123.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; *Hispanic Americans; *Low Achievement; Social Change; *Social Influences; Teacher Education; Teaching Methods
IDENTIFIERS- Cognitive Deficit Theory; Cultural Deficit Theory; ERIC Digests; Hispanic American Students; Language Deficit Theory; *Latinos

This digest provides a critique of the various educational strategies that have been used with Latino students and suggests alternatives that may be more successful. Many educators acknowledge that the reasons for the historic academic underachievement of Latino students could be inappropriate cognitive, cultural, and linguistic teaching methods. However, they do not see that their own methods or tools cause students' problems. Instead, they claim that it is the students who have "special" needs. This "deficit" view of Latino students, also known as a cultural deprivation model, has had a severe negative influence on the education of Latino students. Many educators believe that the schools reinforce the existing social power relations among cultural groups. For success in teaching Latino children, educators must move beyond assumptions about the apolitical nature of education to a critical assessment of learning environments in their political contexts. New approaches to Latino student education should begin with teacher education that promotes cultural sensitivity and the active engagement of children from diverse backgrounds. Teachers can support social change in the classroom in a number of ways. In particular, teachers must learn to count Latino experiences and cultural capital as strengths. Respect for all is the cornerstone of effective education for all. (Contains 55 references.) (SLD)

ED 410 368 UD 031 876

Calderon, Margarita
Staff Development in Multilingual Multicultural Schools. ERIC/CUE Digest 124.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

toward or attainment of service goals each of the last 3 years of the project. Factors that contributed to effective case management were identified, and it was also found that the involvement of teachers and family members in the case management process was essential. Overall, findings demonstrate that school-based interprofessional case management as demonstrated at these sites is a viable means of addressing problems of at-risk students and their families. (SLD)

ED 410 349 UD 031 842

Brosio, Richard A.
Diverse School Populations and the Corresponding Need for Multiple-Identity Coalitions.
PUB DATE- Mar 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; *Cultural Differences; Democracy; *Diversity (Student); Educational Change; Elementary Secondary Education; Empowerment; *Equal Education; Ethnicity; Government Role; *Multicultural Education; Racial Discrimination; *Racial Identification; Sex Bias; Social Class
IDENTIFIERS- *Coalitions; Reform Efforts

To make public education more democratic and to move toward greater social justice and inclusivity, it is necessary to respect diversity, and to examine difference and identity in the contexts of materiality and social class. Social theory must be built to integrate racism and sexism with class relations and illuminate how oppressive structures are reproduced and can be changed. Rapidly changing demographics in schools and society suggest the need for changes in educational systems, and these changes should include improvements for those who have been oppressed. Safe multicultural frameworks have been proposed that marginalize or obscure the important issues of economic wealth and power underlying our society, but real educational reform must be driven by umbrella coalitions of adults who demand that the State as central government act on behalf of the democratic rather than the capitalist imperative. The new multiculturalism recognizes that education for democratic empowerment must get beyond a culturalist focus in order to challenge the real asymmetrical relations of power, privilege, access, and wealth. Educators must understand individual and complex identities in the contexts in which they operate. Multicultural education must be reconstructionist and must involve those who have been most affected by injustice and oppression. Consideration of the work of Nancy Fraser suggests that in the postsocialist era, social class is being replaced by group identity, such as nationality, ethnicity, race, gender, and sexuality. Real strategies for redistribution must consider all of these aspects of identity. Real empowerment must rest on multiple identity coalitions for education reform as well as other social reforms. (SLD)

ED 410 350 UD 031 843

Morgan, Harry
Social Distance and Race in Public Schools: Grades Five through Twelve.

DESCRIPTORS- *Bilingual Education; Cultural Awareness; Educational Change; Elementary Secondary Education; Ethnography; *Inservice Teacher Education; Knowledge Base for Teaching; Language Minorities; *Multicultural Education; *Multilingualism; *Staff Development; Teaching Methods; Team Teaching
IDENTIFIERS- ERIC Digests

This digest presents recommendations for a staff development program for a multilingual multicultural teaching staff that has been tested and shown to be effective. Effective instruction in bilingual and multicultural schools requires that teachers combine a sophisticated knowledge of subject matter with a wide repertoire of teaching strategies and state-of-the-art knowledge about learning theory, cognition, pedagogy, curriculum, technology, assessment, and programs that work. Researchers at the Center for Research on the Education of Students Placed at Risk have gained insight into ways of bringing instruction, cultural relevance, and equitable power relations into a staff development program. The Teachers' Learning Communities (TLC) program that the Center has developed is based on the belief that all teachers can participate successfully in educational reform. At TLC sessions teachers meet for general group activities that review teaching techniques and educational theory and they participate in ethnographic activities that consider the following: (1) overall student learning; (2) bilingual instruction; (3) instruction in language minority schools; (4) individual teacher practices; (5) team teaching; and (6) relationships among teachers. Having the TLC structure in place at the school site gives teachers opportunities for meaningful peer coaching and for collaborative reflection that empowers teachers and promotes student achievement. (Contains 17 references.) (SLD)

ED 410 369   UD 031 886

Weiler, Jeanne
Career Development for African American and Latina Females. ERIC/CUE Digest, Number 125
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Education; Adolescents; *Blacks; Career Counseling; *Career Development; Career Education; Cooperation; Disadvantaged Youth; Equal Education; *Females; *Hispanic Americans; Racial Discrimination; Sex Fairness; *Urban Youth
IDENTIFIERS- African Americans; ERIC Digests; Latinas

Low-income African American and Latina adolescent females need extensive support for developing and implementing career plans. This digest discusses ways schools and other institutions can provide an education that furthers career development. Interventions that have been shown to be effective with disadvantaged African American and Latina female students are: (1) school-based initiatives; (2) collaborations between institutions; (3) providing access to career information; (4) ensuring gender equality in occupational information; (5) finding ways to cope with racism, sexism, and discrimination; and (6) providing role models and mentors. Programmatic changes in schools and counseling departments, along with creative collaborations among schools and other institutions in urban

PUB DATE- 12 Apr 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Black Students; Educational Practices; Elementary School Students; *Friendship; Intermediate Grades; Interpersonal Relationship; Public Policy; *Public Schools; Racial Differences; *School Desegregation; Secondary Education; Secondary School Students; *Socialization; *Student Attitudes; White Students
IDENTIFIERS- Georgia (Atlanta Metropolitan Area); *Social Distance

This study investigated friendship preferences among black and white students in Georgia public schools in an effort to determine the status of racial barriers among students in current desegregated schools. A measure of social distance was developed for the study based on work by L. Thurstone (1929), E. Bogardus (1965) and others. The extent to which current social attitudes, public policy, and school practices might influence interracial friendships was studied in the 309 responses from students in grades 5 through 12 in the metropolitan Atlanta area. Greater social distance was generally reported by whites than blacks, and by males than females, although gender differences did not reach statistical significance. Social distance was least in the lowest grades, and progressed as children progressed through the grades. In the secondary grades, cross-race socialization becomes a race and social class issue. Results show that, in this environment, the longer children remain in desegregated school environments, the less likely they are to value interracial friendships. (Contains 1 figure, 2 tables, and 15 references.) (SLD)

ED 410 351 UD 031 844

Cornell, Sylvia Ryce
From Hip Hop to Hope and Interest: Creative Curricula for At-Risk Students.
SPONS. AGENCY- Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- 4 Nov 96
NOTE- 15p.; Paper and handouts from the Work Now and in the Future Conference of the Northwest Regional Educational Laboratory (November 1996, Portland, OR).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Athletics; Children; *Curriculum Development; *Disadvantaged Youth; Elementary Secondary Education; *High Risk Students; Student Characteristics; *Student Motivation; Teaching Methods; Urban Schools; *Urban Youth
IDENTIFIERS- Rap Music

This collection of handouts from a workshop on meeting the needs of at-risk urban students stresses the necessity of empathy and involvement in working with disadvantaged youth. The first handouts, "I Remember When I Was a Teenager," and "Teens Need To Have Adults That...," remind the adult youth worker of areas are needed to meet the career development needs of African American and Latina girls. Organized efforts should be combined with personal encouragement and support from family, teachers, and community members. (Contains 17 references.) (SLD)

ED 410 370 UD 031 887

McMillen, Marilyn M.; Kaufman, Phillip; Klein, Steve
Dropout Rates in the United States: 1995.
PUB DATE- Jul 97
NOTE- 153p.; For the 1994 report, see ED 398 351.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Disabilities; Dropout Characteristics; Dropout Prevention; *Dropout Rate; *Dropouts; Enrollment; High School Graduates; High Schools; *Immigrants; *Low Income Groups; *Minority Groups; Out of School Youth; *Potential Dropouts; Tables (Data); Urban Youth; Withdrawal (Education)

This report, which is the eighth in a series, presents data for 1995 on high school dropout and retention rates, and examines high school completion and graduation rates. In addition to extending time series data from earlier reports, this report focuses on three specific subpopulations that are at particular risk of dropping out of school: (1) foreign-born persons attending U.S. schools; (2) young adults who have been retained one or more grades while enrolled; and (3) individuals who have some type of learning, physical, or other disability. The report is based on the best and most current data available, which includes the Current Population Survey of the Bureau of the Census and the National Education Longitudinal Study of 1988. One half million of the 9.5 million 15-through-24-year-olds enrolled in 1994 left school by October 1995 without completing a high school program. This amounts to 5.7% of these young adults, and is equivalent to the dropout percentage reported over the last 24 years. Hispanic students are more likely than White students to leave school before completion, and the estimated rate for Black students falls between the two. In 1995, young adults living in families with incomes in the lowest 20% of all family incomes were 6 times as likely to drop out as their peers from families in the top 20% of the income distribution. Youths aged 15 through 18 account for two-thirds of all those who dropped out in the preceding year, and nearly 40% of the 1995 dropouts were 15 through 17 years of age. Three appendixes contain standard error and time series notes, technical notes, and 12 supplemental tables. (Contains 5 figures and 32 tables.) (SLD) adolescent characteristics. "Sports and Curriculum" introduces a way to reinforce language arts studies through slogans that promote student motivation. The idea of the "Eagle Team" is introduced as an example for creating a slogan, and this theme is continued in discussions of problems and exercises in the disciplines of mathematics, social studies, fine arts, and the performing arts. Suggested activities for these fields highlight the teamwork concept. "Adultism as a Barrier to Effective Communication" is another handout designed to refresh the adult's memory of what it was to be an adolescent. A summary reviews ways to identify a winner, and stresses that successful urban districts demonstrate winning behavior because they come into the game with a sense that victory is to be expected. A list of 27 related readings offers information about the influences of rap music and sports on inner city youth. (SLD)

ED 410 352 UD 031 845

Cutrona, Cheryl; And Others
Peer Mediator Training Manual for Elementary School Students.
PUB DATE- 95
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Communication Skills; *Conflict Resolution; Elementary Education; Elementary School Curriculum; *Elementary School Students; Peer Relationship; Prevention; Training; Urban Areas; *Urban Youth; *Violence
IDENTIFIERS- *Peer Mediation; Pennsylvania (Philadelphia)

This elementary school training manual is based on the School Mediation Program developed originally by Good Shepherd Neighborhood House to train students in grades 6 through 12 in conflict resolution and violence prevention through peer mediation. Extending the program to the younger grades gives an earlier opportunity to use peer mediation to encourage students to take responsibility for their conflicts. When combined with conflict resolution and communication skills training in school, peer mediation programs result in an improved school environment in which troublemakers can become peacemakers. The peer mediator is trained to listen to disputants without taking sides and to help disputants arrive at a resolution themselves. The mediator then puts the agreement into writing and the disputants indicate their agreement by signing. The training curriculum contains the following chapters: (1) "What Is Conflict?"; (2) "What Is Mediation"; (3) "Setting the Stage"; (4) "Telling Stories and Gathering Information"; (5) "Options and Collaboration"; (6) "Put the Agreement into Writing"; (7) "Roleplays"; and (8) "Discussion Questions." (SLD)

ED 410 353 UD 031 846

Weitz, Judith Humphreys
Coming Up Taller. Arts and Humanities Programs for Children and Youth at Risk.
PUB DATE- 96
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Art Activities; Art Education; Children; Disadvantaged Youth; Educational Innovation;

Financial Support; Fine Arts; *Humanities; Minority Groups; Program Descriptions; Program Effectiveness; Self Esteem; Urban Areas; *Urban Youth; *Youth Programs

This report documents arts and humanities programs in communities across the country that offer opportunities for children and youth to learn new skills, expand their horizons, and develop self-esteem and well-being. The report describes the variety and vitality of arts and programs humanities programs for children and youth and common characteristics these programs share. The most distinguishing feature of these programs is their ability to take full advantage of the capacity of the arts and humanities to engage students. They have in common the fact that they provide crucial building blocks for healthy development in places of safety and through interaction with caring adults. Another factor in the success of these programs is that they place a premium on giving youth a chance to succeed. Many use innovative teaching strategies, and many promote concrete job skills. Most are located in large cities, and many target disadvantaged and minority youth. Most are funded through government agencies, although 95% report more than one source of funding. The report is structured in six chapters: (1) "A Changed Environment for Children"; (2) "Culture Counts"; (3) "Transforming Lives"; (4) "A Delicate Balance"; (5) "Looking Ahead"; and (6) "Two Hundred Plus." Section 6 contains program descriptions for the 218 individual arts and humanities programs studied. (SLD)

ED 410 354   UD 031 847

Gambone, Michelle Alberti
Launching a Resident-Driven Initiative. Community Change for Youth Development (CCYD) from Site-Selection to Early Implementation.
PUB DATE- Apr 97
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Programs; *Disadvantaged Youth; Program Development; Program Implementation; Urban Areas; *Urban Youth; *Youth Programs
IDENTIFIERS- Youth Development Model

The Community Change for Youth Development (CCYD) demonstration is an attempt by Public/Private Ventures to create youth programming that can improve young people's present lives and future prospects in a wide range of communities. The core concepts of CCYD are: (1) increasing the number of caring and competent adults in youthUs lives; (2) increasing the number of positive and engaging experiences available in nonschool hours; (3) ensuring a strong connection between work and learning; (4) providing special support through critical transitions; and (5) involving youth themselves in designing and carrying out these activities. This report documents the early experiences of a group of communities that began to undertake the implementation of CCYD in late 1995. It focuses on early program planning sites in eight cities and early implementation in six cities. The first chapter introduces CCYD and its underlying concepts. Chapter 2 outlines how sites were chosen. Chapter 3 details the planning experiences for key participants--adult and youth residents in the implementation cities. In Chapter 4, how the planning experience shaped early implementation is explored, and the final chapter reflects on the early lessons from the initial phases of CCYD. Appendixes describe the core concepts of CCYD and provide summaries of strategic plans. (Contains two tables and one figure.) (SLD)

ED 410 355 UD 031 848

Entwisle, Doris R.; And Others
Children, Schools, & Inequality. Social Inequality Series.
PUB DATE- 97
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Development; Disadvantaged Youth; Elementary School Students; *Equal Education; Family Influence; Grade 1; Minority Groups; Primary Education; Research Methodology; *School Readiness; *Social Influences; *Socioeconomic Status; *Urban Schools
IDENTIFIERS- *Baltimore City Public Schools MD

Findings from the Beginning School Study, conducted in Baltimore (Maryland) are used to show how differences in family circumstances translate into beliefs and activities that help or hinder children's development. The Beginning School Study started in 1982 and has followed 790 randomly selected Baltimore students from first-grade in 1982 through the present. Children's transition into full-time schooling, especially their progress over the first two grades, constitutes a critical period for academic and social development. The first two chapters set the stage by discussing the nature of early schooling and how social inequality impinges on it. Chapter 3, "Low Socioeconomic Status," considers socioeconomic status as the largest source of inequality in education. Chapter 4 focuses on school organization, while Chapters 5 ("Family Configuration") and 6 ("The Pluses and Minuses of Being Male") focus on family organization and gender, respectively. In Chapter 7 the discussion is reviewed and integrated. A focus on the first grade shows that schools are layered according to the economic resources of the population, and that this layering stems from stratification between neighborhoods. The problem is not with the schools, but in the distribution of resources across families and neighborhoods. Six appendixes provide information about the design and procedures of the Beginning School Study and how its variables were measured. (Contains 4 figures, 29 tables, and 396 references.) (SLD)

ED 410 356 UD 031 850

Banks, Crystal L.
Restructuring the Baltimore City Public Schools. Research Note.
PUB DATE- Jan 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Court Litigation; Educational Administration; *Educational Change; Educational Finance; Elementary Secondary Education; Legal Problems; Public Schools; School District Autonomy; *School Restructuring; State Departments of Education; *State School District Relationship; State Standards; *Urban Schools
IDENTIFIERS- *Baltimore City Public Schools MD

In June 1992, the firm of Towers Perrin/Cresap released its management study of the Baltimore (Maryland) City Schools and offered numerous recommendations to restructure the school system. The Maryland General Assembly accepted most of this report and directed the State Department of Education to monitor implementation of the recommendations. In January 1995, an independent consulting firm found that the Baltimore County Public Schools had not fully implemented most of the Cresap recommendations. A number of lawsuits have been filed concerning the provision of an adequate education for the children of Baltimore. In 1995 the city actually sued the state, claiming that it had failed to provide a thorough and efficient education as required by the Maryland constitution. The state countered that the problems resulted from poor management by the city school system. After extensive negotiation the Maryland State Department of Education, the Baltimore City Public Schools, and other parties in the litigation reached a settlement that infused more funds into the city's schools while giving the state more control in running the city's schools. If the Maryland General Assembly does not approve the funding by May 1997, the agreement will be voided and the state must go to trial. If the funding is approved and modified, all parties may challenge the changes. (Contains three tables.) (SLD)

ED 410 357 UD 031 851

Futures Denied: Concentrated Failure in the New York City Public School System.
PUB DATE- Mar 97
NOTE- 43p.; A report of Parents Organized To Win Education Reform (POWER).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Centralization; Democracy; Educational Administration; *Educational Change; Elementary Secondary Education; *Equal Education; High School Graduates; Low Achievement; Organizational Change; Public Schools; *School District Autonomy; School Restructuring; State Legislation; *Urban Schools
IDENTIFIERS- New York City Board of Education; *New York (New York)

In December 1996 the New York State Legislature enacted sweeping changes in the structure and governance of the New York City public school system. The legislature and the Governor have shifted over one million school children, their parents, and their teachers back to a centralized, hierarchical system, in which one person, the chancellor, embodies accountability. The law makes clear the power of the chancellor to intervene in any school or district that consistently fails to achieve educational results and standards approved by the city board or the State Board of Regents. Community school boards have been deprived of any real power. They have the right to employ a superintendent selected by the chancellor. Representative democracy has been effectively removed as a form of school governance. As New Yorkers and others consider these reform strategies and the "ownership" of the city's schools, they need information about current performance and spending. This report outlines core problems in New York City's schools. While the city schools' performance is by no means the worst in the country, it has been resistant to improvement over the years. The high school graduation rate and the achievement of the city's graduates are lower than they should be. In many neighborhoods, performance is poor, and failing schools tend to cluster in identifiable neighborhoods, denying equal opportunities to many of the city's children. District profiles in this report describe the high incidence of failing schools

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AA001287	ED409420

CE - Adult, Career, and Vocational Education

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JC - Community Colleges

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PS025619	ED410003//
PS025620	ED410004//
PS025622	ED410005//
PS025623	ED410006
PS025626	ED410007//
PS025632	ED410008
PS025635	ED410009
PS025637	ED410010
PS025639	ED410011//
PS025641	ED410012
PS025648	ED410013
PS025651	ED410014
PS025652	ED410015//
PS025653	ED410016
PS025654	ED410017
PS025656	ED410018
PS025657	ED410019
PS025660	ED410020
PS025661	ED410021//
PS025662	ED410022//
PS025664	ED410023
PS025665	ED410024
PS025666	ED410025//
PS025671	ED410026
PS025678	ED410027
PS025688	ED410028
PS025691	ED410029
PS025694	ED410030
PS025696	ED410031
PS025698	ED410032
PS025699	ED410033
PS025701	ED410034
PS025708	ED410035//
PS025709	ED410036//
PS025711	ED410037
PS025714	ED410038
PS025715	ED410039
PS025720	ED410040
PS025721	ED410041
PS025722	ED410042
PS025723	ED410043
PS025724	ED410044
PS025725	ED410045
PS025726	ED410046
PS025727	ED410047
PS025728	ED410048
PS025729	ED410049
PS025730	ED410050
PS025731	ED410051
PS025732	ED410052
PS025733	ED410053
PS025734	ED410054
PS025735	ED410055
PS025736	ED410056
PS025737	ED410057
PS025738	ED410058
PS025741	ED410059
PS025744	ED410060
PS025747	ED410061
PS025748	ED410062//
PS025752	ED410063
PS025756	ED410064
PS025757	ED410065//
PS025758	ED410066
PS025761	ED410067
PS025763	ED410068
PS025766	ED410069

RC - Rural Education and Small Schools

RC020361	ED410070
RC020620	ED410071
RC020632	ED410072
RC020654	ED410073
RC021068	ED410074
RC021081	ED410075
RC021089	ED410076
RC021090	ED410077
RC021092	ED410078
RC021093	ED410079
RC021094	ED410080
RC021095	ED410081
RC021096	ED410082//
RC021099	ED410083
RC021100	ED410084
RC021111	ED410085//
RC021113	ED410086
RC021118	ED410087
RC021119	ED410088//
RC021120	ED410089//
RC021121	ED410090
RC021122	ED410091//
RC021126	ED410092//
RC021127	ED410093//

SE - Science, Mathematics, and Environmental Education

SE059902	ED410094//
SE060052	ED410095
SE060054	ED410096
SE060112	ED410097
SE060370	ED410098
SE060390	ED410099
SE060446	ED410100//
SE060459	ED410101//
SE060461	ED410102
SE060466	ED410103
SE060467	ED410104
SE060468	ED410105
SE060478	ED410106
SE060482	ED410107
SE060484	ED410108
SE060488	ED410109//
SE060501	ED410110
SE060502	ED410111
SE060506	ED410112
SE060507	ED410113
SE060510	ED410114
SE060524	ED410115
SE060525	ED410116
SE060526	ED410117
SE060529	ED410118
SE060531	ED410119//
SE060536	ED410120
SE060538	ED410121
SE060930	ED410122
SE060938	ED410123
SE060939	ED410124
SE060940	ED410125
SE060941	ED410126
SE060942	ED410127
SE060943	ED410128

SO - Social Studies/Social Science Education

SO025352	ED410129
SO026698	ED410130//
SO027229	ED410131//
SO027333	ED410132
SO027334	ED410133
SO027335	ED410134
SO027336	ED410135
SO027337	ED410136
SO027338	ED410137
SO027339	ED410138
SO027421	ED410139
SO027426	ED410140
SO027446	ED410141
SO027447	ED410142
SO027448	ED410143
SO027507	ED410144
SO027525	ED410145
SO027545	ED410146
SO027546	ED410147
SO027553	ED410148
SO027629	ED410149
SO027640	ED410150
SO027641	ED410151
SO027702	ED410152//
SO027712	ED410153//
SO027801	ED410154
SO027802	ED410155
SO027803	ED410156
SO027807	ED410157//
SO027816	ED410158
SO027849	ED410159//
SO027933	ED410160
SO027935	ED410161
SO027937	ED410162
SO027938	ED410163
SO027941	ED410164
SO027943	ED410165
SO027947	ED410166//
SO027993	ED410167
SO028088	ED410168
SO028089	ED410169
SO028090	ED410170
SO028097	ED410171
SO028151	ED410172
SO028162	ED410173
SO028163	ED410174
SO028164	ED410175
SO028401	ED410176
SO028402	ED410177
SO028403	ED410178
SO028404	ED410179
SO028525	ED410180
SO028606	ED410181
SO028611	ED410182
SO028612	ED410183
SO028613	ED410184
SO028614	ED410185
SO028615	ED410186

SP - Teaching and Teaching Education

SP037393	ED410187
SP037401	ED410188
SP037416	ED410189
SP037433	ED410190
SP037440	ED410191//
SP037443	ED410192
SP037449	ED410193
SP037450	ED410194
SP037452	ED410195
SP037453	ED410196//
SP037454	ED410197
SP037455	ED410198//

SP - Teaching and Teaching Education (continue)

SP037456	ED410199//
SP037457	ED410200//
SP037458	ED410201
SP037460	ED410202
SP037462	ED410203
SP037463	ED410204
SP037464	ED410205
SP037466	ED410206
SP037467	ED410207
SP037468	ED410208
SP037469	ED410209//
SP037470	ED410210
SP037471	ED410211
SP037472	ED410212
SP037473	ED410213
SP037474	ED410214
SP037475	ED410215
SP037479	ED410216
SP037480	ED410217
SP037481	ED410218
SP037482	ED410219
SP037483	ED410220
SP037496	ED410221
SP037497	ED410222
SP037498	ED410223
SP037499	ED410224
SP037500	ED410225

TM - Assessment and Evaluation

TM026059	ED410226
TM026060	ED410227
TM026061	ED410228
TM026073	ED410229
TM026236	ED410230
TM026237	ED410231
TM026238	ED410232
TM026239	ED410233
TM026342	ED410234
TM026387	ED410235
TM026404	ED410236
TM026913	ED410237
TM026926	ED410238
TM026935	ED410239
TM026977	ED410240
TM026978	ED410241
TM026979	ED410242
TM026980	ED410243
TM026981	ED410244
TM026984	ED410245
TM026988	ED410246
TM026990	ED410247
TM026995	ED410248
TM027003	ED410249
TM027006	ED410250
TM027018	ED410251
TM027020	ED410252
TM027021	ED410253
TM027024	ED410254
TM027025	ED410255
TM027026	ED410256
TM027027	ED410257
TM027028	ED410258
TM027029	ED410259
TM027034	ED410260
TM027036	ED410261
TM027038	ED410262
TM027042	ED410263
TM027046	ED410264
TM027047	ED410265
TM027048	ED410266
TM027056	ED410267
TM027057	ED410268
TM027065	ED410269
TM027066	ED410270
TM027067	ED410271
TM027068	ED410272
TM027074	ED410273
TM027075	ED410274
TM027077	ED410275
TM027079	ED410276
TM027087	ED410277
TM027088	ED410278
TM027090	ED410279
TM027091	ED410280
TM027092	ED410281
TM027094	ED410282
TM027106	ED410283
TM027107	ED410284
TM027108	ED410285
TM027111	ED410286
TM027123	ED410287
TM027127	ED410288
TM027129	ED410289
TM027132	ED410290
TM027135	ED410291
TM027139	ED410292
TM027144	ED410293
TM027148	ED410294
TM027165	ED410295
TM027169	ED410296
TM027174	ED410297
TM027177	ED410298
TM027178	ED410299
TM027179	ED410300
TM027181	ED410301
TM027576	ED410302
TM027577	ED410303
TM027578	ED410304
TM027579	ED410305
TM027580	ED410306
TM027611	ED410307
TM027612	ED410308
TM027632	ED410309
TM027633	ED410310
TM027634	ED410311
TM027662	ED410312
TM027663	ED410313
TM027665	ED410314
TM027666	ED410315//
TM027825	ED410316
TM027827	ED410317
TM027830	ED410318
TM027881	ED410319
TM027882	ED410320

UD - Urban Education

UD031385	ED410321
UD031586	ED410322
UD031797	ED410323
UD031813	ED410324
UD031814	ED410325
UD031815	ED410326
UD031816	ED410327
UD031817	ED410328
UD031819	ED410329
UD031820	ED410330
UD031821	ED410331
UD031822	ED410332
UD031823	ED410333
UD031824	ED410334
UD031825	ED410335
UD031829	ED410336
UD031830	ED410337//
UD031831	ED410338
UD031832	ED410339
UD031833	ED410340
UD031834	ED410341
UD031835	ED410342
UD031836	ED410343
UD031837	ED410344//
UD031838	ED410345
UD031839	ED410346
UD031840	ED410347
UD031841	ED410348
UD031842	ED410349
UD031843	ED410350
UD031844	ED410351
UD031845	ED410352
UD031846	ED410353
UD031847	ED410354
UD031848	ED410355//
UD031850	ED410356
UD031851	ED410357
UD031852	ED410358
UD031853	ED410359
UD031854	ED410360
UD031855	ED410361//
UD031856	ED410362//
UD031857	ED410363//
UD031858	ED410364//
UD031859	ED410365//
UD031860	ED410366//
UD031861	ED410367
UD031876	ED410368
UD031886	ED410369
UD031887	ED410370